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Normal Bulletin

UNIVERSITY OF ILLINOIS

1911—1912-~~1913~~

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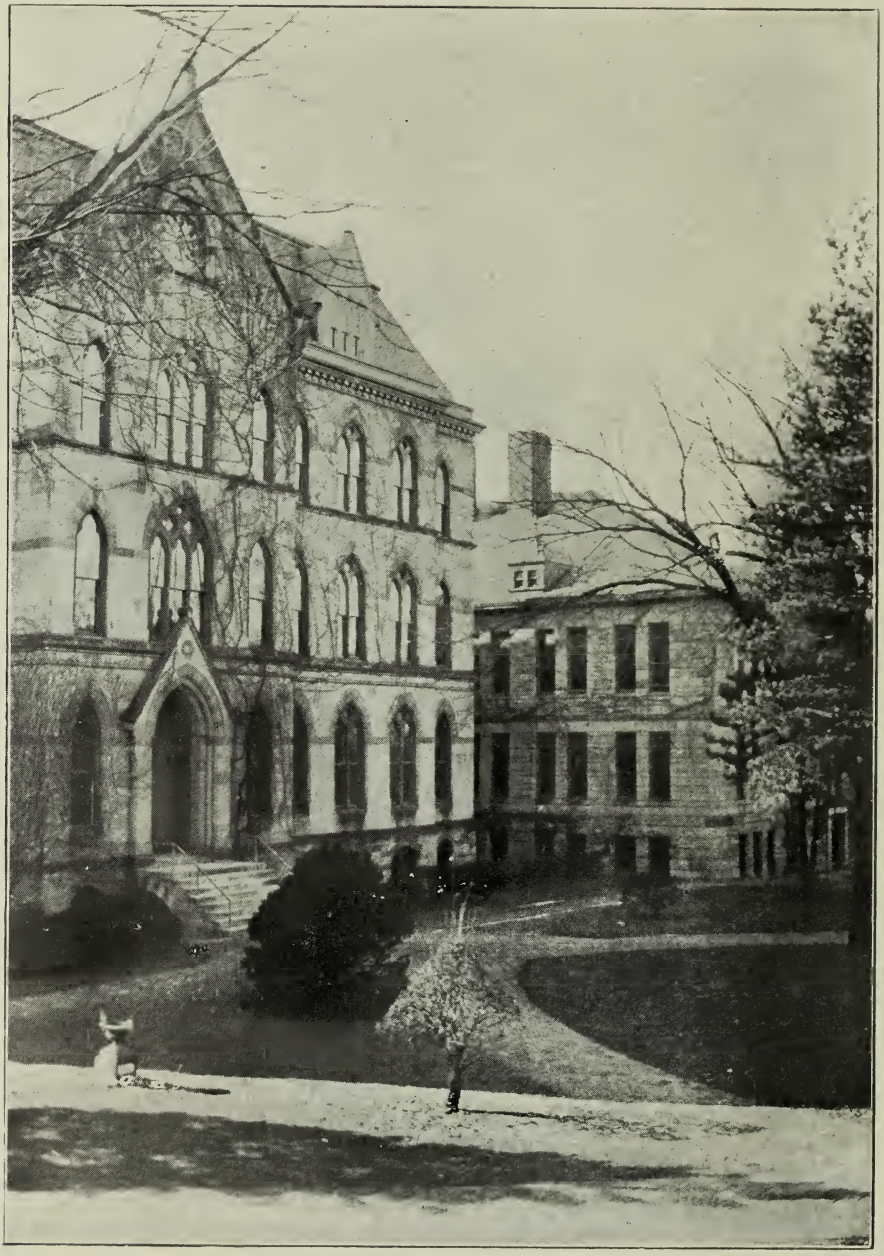
State Normal School

WARRENSBURG, MISSOURI



MAIN BUILDING.

Vol. XIII. JULY, 1912 Number 1

Bulletin and Forty-Second Annual Catalogue

OF

The State Normal School

Second District of Missouri

AND

Announcements for 1912--1913

Established by an act of the General Assembly 1871
Organized May 10, 1871

Published by the State Normal School

Issued Quarterly

Entered at the Post Office in Warrensburg, Missouri, as Second-Class Mail Matter.

CALENDAR

1912.

JANUARY

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BOARD OF REGENTS.

Hon. William P. Evans, State Supt. of Public Schools.
Ex-Officio.

Term expires January, 1913:

Jesse W. Henry, Jefferson City.

John Montgomery, Sedalia.

Term expires January, 1915:

Dr. L. J. Schofield, Warrensburg.

Oscar C. Burch, Jefferson City.

Term expires 1917:

Robert J. Martin, Kansas City.

C. S. Jobes, Kansas City.

OFFICERS OF THE BOARD.

Charles S. Jobes ..... President

L. J. Schofield ..... Secretary

E. N. Johnson ..... Treasurer

NORMAL CALENDAR.

FALL QUARTER begins.....Tuesday, Sept. 10, 1912
FALL QUARTER ends.....Friday, Nov. 29, 1912
WINTER QUARTER begins.....Monday, Dec. 2, 1912
WINTER QUARTER ends.....Friday, March 7, 1913
SPRING QUARTER begins.....Monday, March 10, 1913
SPRING QUARTER ends .....Thursday, May 29, 1913
SUMMER QUARTER begins.....Tuesday, June 3, 1913

HOLIDAYS.

THANKSGIVING RECESS.....Nov. 28 to Dec. 2, 1912
CHRISTMAS VACATION.....Dec. 20, 1912, to Jan. 6, 1913

NORMAL DISTRICT EVENTS.

INTER-HIGH SCHOOL DECLAMATORY CONTEST..April 10, 1913
INTER-HIGH SCHOOL LATIN CONTEST.....April 12, 1913
INTER-HIGH SCHOOL TRACK AND FIELD MEET..April 12, 1913

COMMENCEMENT EXERCISES.

ANNUAL SERMON.....Sunday, May 25, 1913
CLASS DAY EXERCISES.....Wednesday, May 28, 1913
ALUMNI ANNUAL REUNION.....Wednesday, May 28, 1913
GRADUATING EXERCISES AND ANNUAL ADDRESS.....
.....Thursday, May 29, 1913

THE FACULTY.

Wm. J. Hawkins, Ph.B., LL.D., President of Faculty.

Agriculture and Geography.

H. A. Phillips, B.S., A.B.
B. A. Pratt, B. S.

Biology.

Bennett M. Stigall, A.M.

Chemistry, Physiology and Hygiene.

Francis M. Walters, A. M.

Economics.

Walter E. Morrow, A.B.

Education.

C. A. Phillips, A. M.
S. E. Davis, A.M.

Mary B. Snoddy, Pd.B.

English Language and Literature.

Vincil C. Coulter, A.M.
Lucy A. Ball, A.M.
Anna Bryan, A.B.
C. F. Martin, A.M.

French and German.

Annie Gardner Harris, A.B.

History.

E. L. Hendricks, A.M.
H. H. Bass, M.L.
C. H. McClure, B.S.
Laura L. Runyon, Ph.B., Ph.M.

Latin and Greek.
LAURA J. YEATER, A.M.
MARY A. MILLER, A.B.

Mathematics.
JAMES H. SCARBOROUGH, PH.D.
MARY ANNE KENNEDY.
ELIZABETH T. NICKERSON.
FRED W. URBAN, A.B.

Physics.
WILSON C. MORRIS, PH.D.

Training School.
GEORGE R. CRISSMAN, A.B.
BEULAH BRUNNER,

Grammar Grades.

ROSE E. DENNIS, PD.M.
Primary.

EVA L. PACKARD, A.B.
High School.

ANNA MARIE TODD, A.B.
Intermediate.

EDITH PERKINS,
Intermediate.

JULIA SCOTT,
Kindergarten.

LOUISE MALTBY,
Supervisor, Drawing, Manual Arts and Music.

DEPARTMENTS OF TECHNICAL SUBJECTS.

Commerce.
H. G. Ellis,

Dramatic Expression and Speech Arts.
Frederick Abbott,

Drawing.
Elizabeth Shannon, Pd.B.
Mayme B. Harwood, Pd.B.

Household Arts.
Paulina Elona Raven, B.S.

Manual Training.
August Ahrens.

Music.
William Solomon.
Helen Ruth Fink.
Orley H. See.

Physical Education.
F. J. Winters.
Ruth J. Baushke.

Other Officers.

Mary V. Neet.....*Dean of Women*
Alice Ledlie Blair, A.B., B.L.S.....*Librarian*
Effie M. Shryock.....*Assistant Librarian*
Leeson Hay Cook, A.B.....*Assistant Librarian*
G. E. Hoover.....*Registrar*
Stella Stillwell.....*Secretary to President*
R. H. Kenagy.....*Superintendent of Buildings and Grounds*

FACULTY COMMITTEES.

The first person named on each committee is chairman, and the President of the Faculty is ex-officio member of each committee. Unless otherwise named, the Registrar is Secretary of all committees, without power to vote.

ADMISSION AND CLASSIFICATION—Coulter, Morris, Hendricks, Scarborough, Yeater, Crissman, C. A. Phillips.

ALUMNI AND HISTORY OF SCHOOL—Stigall, Kennedy, Nickerson, Miller, Harwood.

ATHLETICS—Harry Phillips. Urban, Ellis, McClure, Winters.

CHAPEL EXERCISES—Morrow, Abbott, Solomon, Fink, Walters.

CARE OF BUILDINGS AND ,GROUNDS—Walters, Ahrens Winters, Neet, Raven.

DEBATE—Hendricks, Abbott, Martin, Runyon, Morrow.

DISCIPLINE—Stigall, Yeater, Neet, McClure, Hendricks, Morrow, Scarborough.

CATALOGS AND REPORTS—Davis, Morris, H. A. Phillips, Ball.

LECTURE COURSE AND ENTERTAINMENTS—Urban, Coulter, Solomon, Shannon, Bass, Davis.

RECOMMENDATIONS AND POSITIONS—Scarborough, C. A. Phillips, Crissman.

STATISTICS—Davis, Hendricks, Adams, McClure.

CORRESPONDENCE COURSES—Hendricks, Martin, Harris.

DUTIES AND POWERS OF COMMITTEES.

Sustaining Direct Relations to Students.

ADVANCED STANDING AND GRADUATION.—I. This committee shall determine the value of any work done in other schools, or of any other work not specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.

2. It shall furnish to the recording official a statement of credits allowed.

3. It shall collect each quarter a list of names of students applying for certificates or for graduation, and ascertain whether such applicants have complied with the required conditions.

4. It shall see that certificates and diplomas are provided, filled out and signed for all fully accredited applicants.

5. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.

6. It shall have general supervision of graduation exercises and the arrangement of the program, and the selection of class speakers must have its approval.

ADMISSION AND CLASSIFICATION.—1. This Committee shall prepare the daily program for each quarter.

2. It shall enroll and classify all students.

3. It shall see that a full and correct roll of students be kept in the office of the Registrar.

4. It shall see that the grades made by students each quarter are duly reported to the recording official.

ATHLETICS.—1. This committee shall have general supervision over all athletic games, exhibitions and contests,

and shall have control over the arrangements for such games, exhibitions and contests with other schools or associations.

2. It shall decide what candidates for membership on teams or for admission to athletic games, exhibitions and contests shall be eligible, and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

DEBATE.—1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamation, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this committee.

DISCIPLINE.—1. This committee shall have charge the general discipline of the school, including the order of the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline and may inflict punishment to the extent of limited suspension from the school.

3. It shall investigate and report upon all cases requiring faculty action.

LECTURES AND ENTERTAINMENTS.—1. This committee shall select and contract for all lectures and entertainments for the regular Normal Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulations before they shall be permitted to take place in the chapel.

3. All entertainments that are to take place in the chapel must be scheduled by this committee.

Recommendations and Positions.—This committee will assist graduates and qualified students to secure positions to teach, and shall aid school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

It seeks to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

There are among students each year several hundred who have taught from one to ten years, many of whom have already filled responsible positions.

School officers are cordially invited to visit the Normal School to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from boards, principals and superintendents in regard to vacancies and teachers. This information will be treated in full confidence, and all possible assistance will be gladly given.

While the chief work of the committee is to help the students who are in attendance, yet it will be the purpose to lend assistance to graduates and former students in securing more satisfactory positions. To this end the full co-operation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to Dr. J. H. Scarborough, Chairman Committee.

MISSOURI STATE NORMAL SCHOOL.

Historical.

The Second Normal School District was established by an act of the General Assembly, approved March 20, 1870. The commission appointed by the Governor of the State to locate the school selected Warrensburg, the county seat of Johnson County, April 27, 1871. In consideration of such selection, Warrensburg and Johnson County deeded to the State a tract of land containing sixteen acres for a campus and voted municipal and county bonds to the amount of one hundred and seventy-three thousand dollars, the proceeds from the sale of said bonds to be used in the erection of a Normal School building.

Immediately following the location of the school, a Board of Regents was appointed by the Governor. This board at once elected a faculty, consisting of Dr. Geo. P. Beard, president; Prof. E. A. Angel and Miss Lucy Jane Maltby, instructors, and on May 10, 1871, the school was formally opened in a rented building with thirty students in attendance.

The work of erecting the Normal School building was pushed with all possible speed, and the corner stone was laid on August 16th, 1871. Before the close of the next year the basement and first story were ready for occupance, though in a very unfinished condition.

During the first ten years the school labored under tremendous difficulties. The meager appropriations made by the Legislature were wholly inadequate for the completion and proper equipment of the building and the employment of the needed corps of teachers; also, an interest in the school and its special function of training teachers had to be aroused and its existence justified in the minds of many

prejudiced persons. Yet, in spite of these difficulties, there was an average annual attendance of 381 students during the first decade of its existence, 1871 to 1881.

During the decade, 1881 to 1891, the average annual enrollment was 542, and for the period from 1891 to 1901 the average annual attendance grew to 866. Average 1901-1911, 1,460. This gratifying growth has continued unabated during the decade now drawing to a close, the number enrolled for the current year, 1910-11, being 1,757, exclusive of students in the Training School. Probably no other Normal School in the country has had a steadier or more substantial growth and development.

The policy of the school during the administrations of the successive presidents, Geo. P. Beard, James Johonnot, Geo. L. Osborn, Geo. Howe, E. B. Craighead, James E. Ament and W. J. Hawkins, has been firmly and safely progressive. It has kept in close touch with the best educational thought; has consistently promoted the highest public school sentiment, and has endeavored at all times to do for the State those things that are deemed essential in the preparation of teachers for the public schools.

The Faculty has grown from three members, constituting the first organization, to forty-seven members, the number employed for the next scholastic year. Of this number none are substitutes or student teachers, but all are men and women whose scholarship and experience especially fit them for the work for which they have been employed.

As a result of the forty years' labor in this institution 5,171 men and women have been licensed to teach in the public schools of Missouri. Of this number 2,993 have received the Regents' Certificate, a two years' license to teach in Missouri, and 1,567 have received the Diploma, a life license to teach in the public schools of Missouri.

The influence of the school on the educational progress of the State and its work in developing the type of citizenship that makes the Missouri of today a rich and prosperous

commonwealth cannot, of course, be definitely estimated, but that it has been a potent factor is beyond question.

Buildings.

The corner stone of the main building, 160 by 80 feet, three stories high, was laid August 16, 1871, and in June, 1872, the first story was completed and ready for occupancy. But the building, as at first projected, was not completed until the summer of 1881. It is of brick and stone and is an imposing structure.

During the years 1885 and 1886 a wing 66x116 feet was erected south of the center of the main building, and connected with it by a short corridor. This improvement provided greatly increased accommodations for the Training School Department and added six large rooms, two cloak rooms and an assembly room to the Normal Department. The General Assembly, in 1895, made an appropriation of $30,000 for the erection of a Science Building. This building is 92x122 feet, three stories high, substantially built of native sandstone, and joins the main building by a corridor on the west. It contains four laboratories, several school rooms, and the library.

The General Assembly of 1903 made an appropriation for a gymnasium. The Board of Regents erected a thoroughly modern building of the famous Johnson County sand stone. It is the most beautiful building on the campus. It contains a gymnasium especially equipped for women and another for men, occupying an entire floor. Also a bowling alley, locker rooms, bath rooms, Y. M. C. A. and Y. W. C. A. halls, offices and physical testing rooms for physical directors, and rooms for literary societies.

An additional appropriation was made by the same General Assembly of $22,000 for the erection of a new power house, with a second story, for the Manual Training Department. Five rooms of the building have been equipped and devoted to the use of that department.

The General Assembly, in 1907, again came to the aid of the school with an appropriation for a Training School building. It is built of native sand stone, is directly south of the main group of buildings and connected by a corridor. This building contains thirty-five rooms, well arranged and well equipped for work. The entire first floor is occupied by the Department of Drawing and Household Arts of the Normal School classes, and the second and third stories by the Kindergarten, the Elementary School and the High School.

The Location.

Warrensburg, the seat of the State Normal School of the Second District, is on the main line of the Missouri Pacific, two hundred and eighteen miles west of St. Louis and sixty-six east of Kansas City. The fact that for forty-one years Warrensburg has been one of the active educational centers of the State, has not been without influence upon the town, and the intellectual atmosphere is that which characterizes our best college towns, the school being easily the central interest of the community. Warrensburg is a town of homes, and the town's people are in every way hospitable toward the student body. Most students board under home influences and enjoy home conveniences. The churches welcome students as an actual force in their services, and a large per cent of the faculty and student body are engaged in religious work.

Pertle Springs, one of the most charming summer resorts in the State, is but one mile from the campus. A great number of religious, political, and social conventions and meetings occur here each year. This gives the students an opportunity, especially in the summer time, to hear a great number of distinguished speakers.

Purpose of the School.

It is axiomatic that a just and efficient government must be controlled and administered by the educated; hence,

the genius of our government implies an educated citizenship. Missouri, in common with most of the American states, realized, practically from its founding, the necessity of an educated citizenship. This attitude of the State toward the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. This the State of Missouri does through its public Normal Schools, whose sole function is the preparation of teachers for the schools of the State. The Revised Statutes of 1899 declare the Normal Schools to be established to fit young men and young women to be "Competent teachers in the public schools of the State." In the same statutes the public schools of the State are defined to be elementary schools and high schools, and provision is made for the support and control of the one class of schools as much as the other; so it is incumbent upon the Normal School to provide education and training of teachers for both classes—elementary school and high school.

It has been correctly said, "The State Normal School is not an institution for general culture for its own sake; it is a special school—a professional school. Its sole purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of the State." A normal school being characteristically professional, the dominant interest centers in that training which the school affords to those preparing to be teachers. This school is especially organized for professional work in its departments of Psychology, Pedagogy and in the Training School, and all other departments are auxiliary to these.

The Training School carefully applies the professional knowledge of the Departments of Psychology and Pedagogy in actual teaching by the students in the kindergarten, the elementary school and the high school. These three departments constitute the three divisions of the continuous process in the professional preparation of a teacher.

Academic and technical preparation must of necessity

proceed along with or before professional instruction. The academic instruction of a Normal School is exact, thorough broad. The student of a Normal School is thoroughly grounded in the subjects he is to teach, and more, his courses extend beyond public school subjects, to give the broader outlook for sources of material and clearer insight into methods and means of investigation. With the claims now made upon the schools for industrial and vocational instruction, the Normal Schools cannot be less exacting or extensive in the study of special or technical subjects. In all departments of instruction this school does not lose sight of the fact that it is a professional school—that its work is that of training teachers. The attitude of the teacher to subject-matter is not forgotten. The student is constantly made to realize that the method of acquiring knowledge is of importance as well as the plans for imparting information.

Nor does the school lose sight of the fact that it is its function to prepare teachers for the whole curriculum of the public schools. The courses are ample for some specialization on the part of students who are preparnig for high school work; but it does not fail to stress the importance of training teachers for the elementary schools. The great majority of the teachers do elementary school work, and it is the purpose of this school to give the most thorough preparation possible for that work. The common school branches are recognized as the fundamental branches of learning, and these subjects are taught by as competent instructors as are in the school. The elements of Psychology, School Administration and Principles of Teaching are presented with the facts always present that the student is acquiring a science of teaching, and that this science is to govern him in his work in the elementary school. The teachers' courses offered in the Junior and Senior years, and required of every one who secures the Normal Diploma, are in the main elementary school courses, and have a double purpose—that of testing what the student has ac-

quired of a real science of teaching, and of reinforcing any weak points that may be found in knowledge of subject matter he is supposed to have already acquired.

It is believed that in following the plans set forth this school can hope for a reasonable success in carrying out the purpose of a State Normal School—that of fitting "young men and young women to be competent teachers in the public schools of the State."

The Government of the School.

The learning and training imparted by the State through its Normal School has not for its purpose the bettering of the condition of one class of persons at the public expense; the school does not exist for the benefit of its students, but for the benefit of the whole people, and its work is done with the general welfare always in view. All questions of internal organization in such a school must be determined by this fundamental conception of its function. In determining the nature and character of discipline in the Normal School, the function of the institution makes it necessary that it be in no sense reformatory. The general welfare would not be promoted by licensing one of evil tendencies, or certain shortcomings, to teach in the schools of the State.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as becomes a lady or gentleman, or who is found not to be adapted to school work for other reasons, to withdraw from the institution.

In the government of the School, the largest liberty consistent with good work and order, is allowed. The disciplinary power of the institution is brought to bear upon the student only to bring him to a rational understanding of freedom, and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

Equipment.

The working equipment of the school is sufficiently complete to insure to students in every department opportunity to do work with good system and to good advantage.

The Library.

The library has a good working collection of over 14,000 volumes, supplemented by 3,600 classics. The books are arranged according to the Decimal classification, and a card catalogue makes them easily accessible.

The reading room has a seating capacity of 150. Its walls are decorated with carefully selected pictures. Recent additions consist of shelves along one side of the room and pigeon-holes for periodicals on the other side. The open shelves make the reference books readily available for students' use. There are about 1,000 books thus made accessible to students. These include encyclopedias, dictionaries, periodicals and reference books on all subjects. The periodical indexes are to be found in the reading room and form a valuable aid in looking up information on current topics.

Following is a list of the periodicals currently received:

Congressional Record.
Country Life in America.
American Historical Review.
American Journal of Psychology.
American Journal of Sociology.
American Mathematical Monthly.
American Physical Education Review.
Annals of the American Academy.
Atlantic.
Bookbuyer.
Bookman.
Century.
Classical Philology.
Collier's Weekly.

Craftsman.
Cumulative Book Index.
Delineator.
Dial.
Dietetic and Hygienic Gazette.
Education.
Educational Review.
Elementary School Teacher.
Forum.
Good Housekeeping.
Harper's Magazine.
History Teachers' Magazine.
House Beautiful.
Independent.
International Conciliation Documents.
International Studio. . . . .
Journal of Educational Psychology.
Journal of Home Economics.
Journal of Political Economy.
Kindergarten Magazine.
Library Journal.
Library Work.
Life.
Literary Digest.
McClure's Magazine.
Manual Training Magazine.
Mind and Body.
Missouri Historical Review.
Missouri School Journal.
Modern Language Notes.
Modern Philogy.
Musical Courier.
Musician.
Nation.
Nature.
Nineteenth Century.
North American Review.

Outing.
Outlook.
Pedagogical Seminary.
Physical Training.
Popular Science Monthly.
Psychological Bulletin.
Psychological Clinic.
Psychological Review.
Public Libraries.
Quarterly Journal of Economics.
Reader's Guide to Periodical Literature.
Review of Reviews.
School Arts Book.
School Science and Mathematics.
School Review.
Scientific American.
Scientific American Supplement.
Scribner's Magazine.
Survey.
Technical World.
World's Work.
Youth's Companion.

Study Halls.

The general study hall is commodious, well lighted and furnished with tables and comfortable chairs. It is adjacent to the book stacks, and the reference shelves, also conveniently near to the class rooms and the Assembly Hall. The well lighted Rest Room for women is near the main study hall and serves many of the women as a study room.

The Assembly Halls.

The School is well provided with assembly halls. All of these are commodious, convenient of access, well arranged and equipped, and all are seated with comfortable opera

chairs. The General Assembly Hall, used for devotional and other general and public exercises, is tastefully decorated. It has a fully equipped stage, and has seating capacity for about nine hundred. The Training School Assembly Hall is seated on the plan of a clinic. This arrangement was designed especially to serve the interests of student teachers, as it gives a large number the best possible advantage in observing model recitations. Expression Hall is situated on the third floor, surrounded by four society halls. With its well furnished stage it meets the needs of the Department of Expression, and is often used by the societies for special sessions and entertainments.

LABORATORIES.

Laboratories are all well equipped, and improved apparatus is added whenever it seems to promote a better understanding of scientific principles or skill in technical execution. The stereopticon is a part of the equipment of several departments. In Agriculture theer are two laboratories—one equipped for thorough work in soil analysis, capillary movement of water, and for milk, food, and grain testing; the other with compound microscopes and all other apparatus necessary for efficient work in dairy and pathogenic bacteriology. The Biology laboratory has an adequate supply of compound microscopes, opera glasses for bird study, the necessary apparatus for experiments in plant physiology, and a collection of typical animals. In Chemistry lockers and tables are provided for sixty-four persons, each table being supplied with water and gas and the usual chemicals and apparatus. A regular laboratory is used in connection with classes in mathematics. By actual experi-

ment each pupil obtains the data for problems used in Arithmetic, Algebra, Geometry, and Trigonometry. The Physics laboratory is equipped for two quarters of work in Mechanics, two in Heat, three in Electricity, and one in Light and Sound. The Psychology laboratory contains full equipment for the teaching of physiological and experimental psychology.

Departments of Technical Subjects.

These departments are those of Commerce, Dramatic Expression and Speech Arts, Drawing, Household Arts, Manual Training, Music, Physical Education. Each department is provided with suitable rooms and an abundance of the specific apparatus needed for its work.

STUDENT ORGANIZATIONS.

All these organizations, as the name implies, are managed and directed by the students, and have for their purpose the acquiring of knowledge and skill in directing organized efforts and of doing things that have real educative value, with Faculty assistance and direction reduced to a minimum.

The Literary Societies.

The literary societies—six in number—the Athenian, the Baconian and the Irving for young men; the Campbell, the Osborn and the Periclean for young women—are under the general control of the Faculty and the immediate supervision of the Head of the Department of Expression.

Each society possesses a hall of its own, tastefully decorated and well furnished, in which it holds its regular meetings during the school year once a week, at which time

programs are rendered, consisting of readings, declamations, essays, orations, debates, songs, choruses, etc. Here the students are able to secure practical drill in public deportment and address. The head of the Department of Expression assists the several societies at different times and offers criticism on the programs. In addition to this, during the year, contests in oratory, debate and declamation are held between the several societies of the school, and between the different schools of this and other states. All contests of this nature are under the control and supervision of the Committee of Debate of the Faculty.

In the Inter-Society contests for 1911-12 the following were the successful contestants: In debate, first, Elmer M. Satterfield (Athenian); second, John S. Jones (Baconian).

In Oratory, first, Belmont Farley (Irving); second, Amos L. Burks (Baconian).

In Declamation, first for girls, Marguerite Edythe Humphreys (Periclean); for boys, Eugene Pike Wheeler (Irving).

The splendid school spirit that is engendered in the students through the societies and the culture that comes to them through association and contact with the best minds in the student body is beyond calculation.

The Christian Associations.

The students maintain two religious organizations—the Y. M. C. A. and the Y. W. C. A. These associations hold rgular weekly meetings for devotional purposes, and occasional social gatherings. The associations are factors for good in the school, and the students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

The new and well furnished halls for the Christian Associations are located in the Dockery Gymnasium.

These organizations are affiliated with the State organizations with headquarters at St. Louis. The State Secretaries make at least one visit during the year and several delegates represent the organizations in the State meeting in October. There are, besides the officers in the student body, an auxiliary board in the Faculty and another composed of alumnae resident in the town.

Y. W. C. A. Houses.

Different groups of girls have been organized during the past year into community living, the expenses of each week being divided equally. By planning their own menu and paying a housekeeper who prepares and serves these meals, they find that their table living costs on an average two dollars a week. Rooms in houses with modern improvements can be had for one dollar a week, two girls in a room.

New students who care to join one of these Christian Association groups, or parents who wish to send young girls to one of these houses can make arrangements before coming by writing to Miss Allene Madden, Warrensburg. Mo.

The associations and friendships formed by living in groups whose representative members stand for high ideals in scholarship, in conduct, and in usefulness is both a pleasant and helpful phase of the broader life in which our students find themselves on entering a school community.

Clubs.

The school has a number of organized clubs the membership in which is voluntary. Their organization is encouraged for the opportunities they give of self-government and self-activity in such lines as the students have special interests.

The oldest of these clubs was organized little more than two years ago, and at the present time the following

organizations are reported as having large, active memberships and doing successful work.

The Science Club.

The Science Club is to stimulate a more general interest in scientific work and to bring the student somewhat in touch with the methods of scientific research. Membership is confined to students and teachers of the Science Departments. Meetings are held bi-weekly from September to June.

Social Science Club.

The Social Science Club has for its purpose the scientific and thorough study of current social problems. Its membership is restricted to the faculty and advanced students who are strongly interested in the social sciences and history. The Club meets once a month.

The Debate Club.

The Debate Club is doing excellent work in assisting young men to develop their powers of argumentation and to think accurately and quickly on their feet in public places. The club works in harmony with the different societies of the school and stimulates and augments their work in debate. Much is expected of the club during the coming year.

The Dramatic Club.

The Dramatic Club was organized during the Fall Term of 1909 and already has made itself felt in the student body. Meetings are held weekly, on Thursday afternoons, during the Fall and Winter quarters, at which times topics of interest to dramatic students and *resumes* of the most successful modern plays are presented.

Plays suitable for school purposes are "tried out" and interesting instructive discussions are carried on relative to

the best methods of play production for school occasions. Members of the club enjoy the opportunity of appearing under competent direction and in this way gain valuable knowledge of stage deportment. The Head of the Department of Dramatic Expression has supervision of the work of the club.

Musical Organizations.

There are at this time seven musical organizations in the Normal—a large chorus composed of young ladies and gentlemen, a girls' chorus for girls alone, the Normal male glee club for the boys, a band, two orchestras and a mandolin club. Students with the necessary qualifications are urged to become members of these organizations. Those having instruments are requested to bring them.

Tennis Club.

On a well shaded portion of the campus are four tennis courts for the free use of students. This most delightful and wholesome outdoor sport is growing more in popularity with the students each year. Two afternoons each week are set aside for the young ladies' classes in Physical Training. These classes are especially helpful to beginners in tennis.

The courts are under supervision of the Athletic Department.

Alumni Association.

The supreme test of a school's value to the Commonwealth is the quality of its body of alumni. We are glad to have our school subjected to this test. In other words, we have an abiding faith in our alumni; we take pride in them. All full graduates are members of the Alumni Association. Their number is now about sixteen hundred. Among them are many who have attained distinction in the

world of educators, and many who have achieved success in other lines. Very few have failed to make themselves felt as forces for progress in their communities.

Our alumni have become widely distributed. They are found in thirty-nine states and in a number of foreign countries. All but 48, or 3 per cent, are living. About a thousand are residents of Missouri. Almost 400 are teaching in rural schools or in the grades in towns and cities; more than 150 are teaching in high schools; 50 are teaching in colleges and normal schools; 75 are superintendents of schools in towns and cities; 30 are high school principals.

It follows from the foregoing statements that our Alumni are a body of whom we are proud and on whose record we love to dwell. We find one of our great incentives to rise to higher and higher standards in our desire to satisfy the expectations of these Alumni.

We have found reason to congratulate ourselves on the large numbers of our Alumni who have done post-graduate work in this school and in the universities; and so we feel that the work and life here have given a stimulus and an educational momentum that are worth while.

The Alumni Association has been a useful factor in the upbuilding of this school. Its services have been numerous and varied. But it is hoped that its influence may be made greater still. No school can accomplish great things without the aid of a loyal and enthusiastic Alumni. "Let us not forget the fact that it is the excellence of our work that gives reputation to our dear old Alma Mater and that her reputation is ours." (Alumni Address.)

Officers of Alumni Association.

1912-1913.

President, Harvey S. Walter, class of '97.

First Vice-President, Marvin Boisseau, class of '04.

Second Vice-President, Mrs. James Thornton, class of '96.

Treasurer, Dr. E. H. Gilbert, class of '75.

Secretary, Samuel T. Bratton, class of '05.

MISCELLANEOUS INFORMATION.

The Lecture Course.

For a number of years this institution, through its Faculty Lecture Course and Entertainment Committee, has maintained a course each year of high class lectures and entertainments. The committee has always sought to maintain a high standard of excellence by selecting for each course the highest quality of talent available on the American platform. The only motive in providing the lecture course is to offer the best educational influences to our students and the community. All surplus funds derived from the sale of tickets are expended in the improvement of the succeeding course, and in that way the course of each succeeding year has regularly become stronger. The course for 1912-1913 will consist of three music numbers composed of artists especially selected for their entertainments, and four lectures of the highest rank.

Inter-High School Latin Contest.

Competitive Latin examinations will be held 10 a. m., April 12, 1913, in Room 8. Open to all students in the Second Normal District. Free scholarships will be awarded as follows to students showing the most proficiency from schools offering:

1 year of Latin.....2 quarters
2 years of Latin.....2 quarters

3 years of Latin.....3 quarters
4 years of Latin.....4 quarters

Where Cicero and Virgil are alternated in the third year, this will be taken into consideration.

In 1912 Helen Dauwalter, Boonville, won first scholarship.

Inter-High School Declamatory Contest.

At the annual meeting of the Board of Regents, 1909, three prizes consisting of four, three and two terms' attendance at the Normal free of all fees, were authorized to be awarded to Senior students of high schools in the Second Normal District winning first, second and third places in declamatory contests held annually in Normal Auditorium. Each school is permitted to send two contestants, one boy and one girl. The contests between boys are separate from contests between girls. These contests are under the management of the Department of Expression.

The fifth annual contest was held Thursday evening, April 18, 1912. The first place for girls was won by Helen Dauwalter, Boonville; second place, Ora E. Deke, Concordia; third place, Lutie Long, Warrensburg. For boys, first place, Schuyler Dauwalter, Boonville.

Inter-High School Track Meet.

The fifth annual Inter-High School Track and Field Meet combined with the Central Missouri Meet, and known as the First Annual Inter-High School Track and Field Meet of the Warrensburg-Central Missouri Teachers' Association, was held on Normal Field April 20, 1912.

Nine high schools with eighty-nine contestants were entered in the meet.

The day was very favorable for athletic work and as a result nearly all the records were beaten or equaled.

Sedalia won the meet with a total of thirty-seven points

and California was second with thirty points. Sedalia also won the Trophy Cup for the relay race. The standing of the schools winning points is as follows:

Sedalia	37
California	30
Pleasant Hill	17
Tipton	5
Warrensburg	2

SCHOLARSHIPS.

Friends of the late Professor H. D. Demand have contributed a memorial fund sufficient to pay the school fees of one student each year. The student who receives this scholarship is selected by the President and the Department of History from the list of special students in History of the junior and senior years.

Two annual free scholarships have been established by the Commercial club of Warrensburg to be awarded to the girl and the boy graduating with the highest standing from the rural schools of Johnson County. These scholarships bear the names of the donors: the C. A. Shepard Scholarship for girls and the John Thrailkill Scholarship for boys. The Daughters of the Revolution Scholarship was established by the local organization of that society and is awarded annually to worthy students selected by the society.

The following scholarships have been offered by the Board of Regents: The Women's Confederated Clubs Scholarship, to student recommended by the Kansas City Club; the Declamatory Contest Scholarships are awarded on the Annual Inter-High School Contest; the boy and girl receiving highest standings each twelve-month, four quarters scholarship; the boy and girl receiving second places, each a nine months' scholarship, and the boy and girl receiving third places, each a six months' scholarship.

For the Inter-High School Latin Contest, scholarships are awarded to the same number as in the Inter-High School Declamatory Contest.

OSBORNE-CAMPBELL MEMORIAL FUND.

Our Alumni Association in 1910 founded a Student Aid Fund, which is known as the Osborne-Campbell Memorial Fund. This fund is a memorial to Dr. George L. Osborne, who was for almost a quarter of a century president of our school, and Professor J. J. Campbell, who worked in the school for twenty-five years as Professor of English. The noble lives of these men are a perpetual benefit to those who knew them; this fund is to keep them in the minds of those who come in later days.

In the past two years the fund has been the means of helping sixteen students to remain in school at times when it was necessary to borrow money or leave school.

The fund is in the hands of the Board of Regents and will be loaned to worthy students in sums not greater than fifty dollars, for terms not exceeding two years, and at the interest rate of 3 per cent per year.

SCHOOL PUBLICATIONS.

Bulletins.

The Institution issues four bulletins a year.
In July, the Annual Catalog.
In October, a Department Special.
In January, the Spring Quarter Special.
In April, the Summer School Special.

The Rhetor.

This is the Class Annual, and is issued by the Seniors in June of each year.

The Normal Student.

A weekly paper of four pages edited by the student body.

THE DEMONSTRATION FARM.

The Normal Demonstration Farm consists of forty-two acres of medium upland, well adapted to experimental and demonstration work, and fairly equipped with farm machinery necessary in crop production. The general fields are used to illustrate the method of crop production under conditions that exist in the region of Warrensburg. The most interesting crop of this season will be twenty acres of cowpeas planted in five different ways. The Agriculture Department emphasizes the raising of dairy stock, hogs and poultry. The farm is prepared for this line of work. The silo, ensilage cutter, cream separator, Babcock tester, and similar appliances greatly strengthen the dairy course. Electric lights and water system are under con-

struction. The students of this department actually assist in making this a model, modern farm home.

TRAINING DEPARTMENT HIGH SCHOOL.

It sometimes proves convenient for younger brothers or sisters of students who are in attendance in the Normal School, to enroll in the Training School. Tuition is free and the equipment excellent. Pupils who have completed the rural school course, or the work of the eighth grade, enter the High School Department of the Training School. For information concerning the advantages offered in this Department, write to the Superintendent of the Training School.

CORRESPONDENCE STUDY DEPARTMENT.

The demand of students who are prepared and yet are unable to do residence work in school has led the Normal School to offer a limited number of courses by correspondence. As far as used the plan has proved highly satisfactory. Anyone interested in doing a limited amount of work in this manner should address the Correspondence-study Department for circulars.

ENTRANCE REQUIREMENTS.

Conditions of Admission.

CHARACTER.—Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school at-

tended, from a county commissioner, or superintendent, or some other person of well known integrity, is sufficient.

AGE.—Applicants for admission to the Normal courses must be sixteen years of age, and to the Preparatory Course fifteen years of age.

LEGAL.—In compliance with the laws of the state, every student on entrance is required to sign the following pledge to teach:

"I hereby declare that it is my intention to follow the business of teaching in the public schools of this state, and that I voluntarily enroll myself as a student in the State Normal School at Warrensburg for the purpose of preparing for that work."

Accredited Work.

1. CREDITS FROM OTHER SCHOOLS.—Applicants holding the state certificate of graduation from an elementary school will be granted entrance to the *Normal Preparatory Courses.*

Students of Colleges, Normal Schools, High Schools and Academies will be admitted on the advanced standing presented at time of application, or an examination on work that has been done.

Students from Colleges, High Schools and Academies that have accredited courses are admitted to Normal courses as follows:

Students who present certificates of standing from any of the colleges of the College Union, the School of Mines, or a State Normal School, will be credited with such subjects as are completed in these schools. Graduates of the colleges of the College Union and the School of Mines or colleges of equal rank, may receive the Normal Diploma upon the completion of four units, which must include the pedagogical work required to complete the course.

Graduates of approved, first class, four-year High

Schools are given Junior standing in the regular Normal Courses.

Graduates of approved, second class High Schools or approved third class High Schools are given credit subject for subject if the school term is nine months or more.

The classification of High Schools is that of the State Superintendent, which provides that "no school shall be classed as a High School of the first class which does not maintain a four years' course of standard work in English, mathematics, science and history for a term of at least nine months in the year, and which does not employ the entire time of at least three approved teachers in High School work; that no school shall be classed as a High School of the second class which does not maintain a three years' course of standard work in English, mathematics, science and history for a term of at least nine months in the year and which does not employ the entire time of at least two approved teachers in High School work; that no school shall be classed as a High School of the third class which does not maintain a two years' course of standard work in English, mathematics, science and history for a term of at least eight months in the year and which does not employ the entire time of at least one approved teacher in High School work."

Advanced Standing. — Persons desiring to have grades accepted should apply in person or by letter to the chairman of the Committee on Advanced Standing and Graduation. Blanks will be sent to the authorities of the school in which the grades were made.

Credits from other schools are estimated in units (a "unit" being thirty-six weeks' work, five days in the week, forty-five minute recitations in one subject, or an equivalent amount of work in two or more subjects).

CERTIFICATION AND GRADUATION.

Candidates for the "Regents' Certificate" are required to attend at least six months and candidates for the Diploma are required to be in attendance at least nine months. All candidates must have good moral character, and in scholarship must have a majority of grades used above I. (Inferior.)

For the "Regents' Certificate," the first two years of any one of the courses of study are required, together with one quarter of teaching in the training school.

For the Diploma, four years of work are required as outlined in regular courses of study.

The student may elect to specialize in any department but, having selected a course, he is expected to finish in the department elected.

SPECIAL EXAMINATIONS apply to academic subjects only and are given by consent of the heads of the departments concerned.

Class honors are based on the average of all grades made by the student, and those receiving first honors will have public mention on Commencement Day.

Degrees.

The following degrees are now conferred by this school:

1. Bachelor of Pedagogy (Pd. B.), upon the completion of any of the full four-year courses.

2. Master of Pedagogy (Pd. M.), upon the completion, in addition to the requirements for a Bachelor of Pedagogy, of a major subject of two units and two minor

subjects of one unit each; provided that one of the four units must be pedagogical.

3. Bachelor of Arts (A. B.), upon the completion, in addition to the requirements for the Bachelor of Pedagogy, of eight units of work, four of which must be devoted to a major subject and two allied minors. The remaining four units are elective, subject to the approval of the President of the school and the professor in charge of the student's major subject, provided that two of the eight units must be pedagogical.

Legal Value of the Certificate and the Diploma.

The Regents' Certificate entitles the holder to teach in any of the public schools of the state, without further examination, for a period of two years.

The Diploma entitles the holder to teach in any of the public schools of the state, without further examination, for life.

3. Credits Received at Missouri University.—The Missouri State University gives credit on the Normal Diploma as follows:

(a) Unconditional entrance to the College of Education.

(b) Junior standing in the College of Arts and Sciences. See University catalog (1912-1913) page 76.

EXPENSES.

Fees.

The school year is divided into four quarters, designated as the Fall, Winter, Spring and Summer Quarters, of equal length. Every student is required to pay at the

beginning of each quarter, or whenever he may enter, an incidental fee of $6, or a total of $24 for the four quarters of the year. If the student desires to pay for the full year in advance, the rate is $20; for three quarters, $16; for two quarters, $11. The student is not entitled to the privileges of the class room nor of the school generally until he presents the Treasurer's receipt for the incidental fee.

In the Biological, Chemical, Physical and Agricultural Laboratories, and in the Manual Training Department, Domestic Science or Domestic Art, an additional incidental fee of fifty cents a quarter is charged, to pay for material. Breakage extra. Cooking School fee is $1 for each quarter.

The Gymnasium fee is $1 for a year or any part of a year. Except for the use of lockers, this fee entitles the student to all gymnasium privileges, including free tickets to all games on the athletic field.

A deposit of $1 is required for a private locker in the gymnasium. Seventy-five cents will be refunded when the key is returned.

Text Books Furnished.

Text books are furnished at a rental fee of $1 for a year or any part of a year. This makes it possible for students to have the use of a larger number of books than the school could reasonably expect them to purchase, and it means to each student a saving of from $15 to $25 a year. A text book deposit fee of $3 is required to insure proper use and safe return of books. This amount is refunded when books are returned in good condition. This system of practically "free text books' means a very great saving of expense to our students.

Board and Rooms.

The school has no boarding repartment. Students board at private houses. There is no scarcity of accommodations within easy reach of the Normal building at reasonable prices.

Board can be obtained at rates ranging from $3 to $4 per week, including room, fuel and lights—two persons occupying one room. Those who room alone will generally have to pay a higher price.

Students who desire to board in clubs can reduce the expense to $1.75 to $2.50 per week by practicing economy.

A limited number of ladies can obtain furnished rooms for self-boarding at fifty cents per week for each occupant, or $1 per week when a student rooms alone. Students availing themselves of this arrangement are expected to provide everything except furniture, mattresses, heating stove and cooking stove.

Unfurnished rooms can be rented at $1.50 to $2.50 per month, the price depending on the location.

By club boarding some students reduce the expenses for one term to $40, and the expenses for one year, not including summer school, to $110.

On the whole, it is our experience that family boarding is more satisfactory and the entire expense, including such boarding, can come within $50 a quarter, or less than $150 for a school year, three quarters.

The Faculty holds that ladies should secure homes offering rooms to women only, and that gentlemen should patronize homes where rooms are offered only to men. The Dean of the boarding department will recommend only homes conforming to this opinion.

As a general rule it is best not to make a contract for board till after arrival in Warrensburg. The students are urged to call at the office of the Dean, Mrs. Mary V. Neet, in the Normal building. All boarding houses are listed with her.

When students leave the train they should look out for the committee of the Christian Associations, wearing badges. Members of this committee meet all trains at the beginning of the quarters. At other times young women

traveling alone will be met at the depot if the President or Dean is notified of the time of arrival.

How to Enter the School.

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Obtain Classification Card and copy of daily program at office of Classification Committee, or in President's office.

2. Study the daily program, with the assistance of some member of the Classification Committee, and decide upon the studies desired.

3. Take Classification Card to the head of each department in which you wish to take work, and ask for his signature.

4. Present classification card (thus signed) to the chairman of Classification Committee for approval of program arranged.

5. Pay fees and deposit money for text books at Treasurer's office in Normal Building, first week of each quarter and later in People's National Bank, North Holden street. (Hours, from 9 a. m. to 4 p. m.)

6. Obtain registration blanks in the office of the Registrar, and fill out with information asked.

7. Present Classification Card (approved), receipts for fees, and registration blanks to Registrar.

8. Take Program Card to Library for text books.

General Suggestions.

The beginning of a quarter is the best time for entrance. Students are admitted at other times, but must accommodate themselves to the conditions of classes at the time of entrance.

The city residence of every student is kept on record

in the office of the Registrar. In case of change, the fact should be reported at once.

While successful vaccination is not made a requirement, it is recommended that students who have not been vaccinated have it done by their family physicians some time before leaving home.

All wraps, overshoes and umbrellas, should be plainly marked by their owners as a means of identification.

Students are requested to refrain from pursuing too many studies at one time and required to refrain from taking too few.

RECORD CARD.

FIRST YEAR		SECOND YEAR	
English	— — —	English	— — —
Algebra	— — —	Algebra	—
Ancient History..	— — —	Mediaeval History	— — —
Science	— — —	Geometry (Plane)	— —
Lang	— — —	.....	— — —
.....	— — —	.....	— — —
.....	— — —	.....	— — —

FRESHMAN		SOPHOMORE	
Algebra	— —	Science	— — —
Geometry (Solid) or Trigonometry	—	English	— — —
History	— — —	Physiology	—
Science	— — —	Psychology	—
.....	— — —	School Management	—
.....	— — —	.....	— — —
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.....	— — —	.....	— — —

JUNIOR		SENIOR	
Psychology	—	History of Education..	— —
Principles of Teaching.....	—	Teaching	— — —
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COURSES OF STUDY.

Preparatory Course—2 Years.

The numbers refer to the number of quarters of work in the subjects.

FIRST YEAR.

English, 3
Algebra, 3
History (Ancient), 3
Foreign Language or Science, 3
Music, 3

SECOND YEAR.

English, 3
Algebra, 1
Plane Geometry, 2
History (Med. and Mod.), 3
Foreign Language or Science, 3
Drawing, 3

Normal Courses—4 Years.

General Course.

FRESHMEN.

Science, 3
Algebra, 2
Solid Geometry or Plane Trigonometry, 1
*History (English or American) and Government, 3
Foreign Language or English, 3
Technical Subjects, 3

SOPHOMORE.

English, 3
Science, 3
Foreign Language or History or Mathematics, 3
Physiology, 1
Psychology (Course 1), 1
School Management, 1
Technical Subjects, 3

Those who wish to elect a second foreign language in the Freshman and Sophomore years may postpone such required subjects in these years as the President and the head of the Language Department may elect.

*Those who intend to elect history in the Sophomore year should take the English History.

JUNIOR.	SENIOR.
Psychology (Course 2), 1	History of Education, 2
Principles of Teaching, 1	Teaching, 3
Teachers' Courses, 2	Teachers' Courses, 2
Electives, 8	Electives, 5

Teachers' courses are offered by the following departments:

Agriculture, course 4.*
Biology, course 5.
Chemistry and Physiology, courses 5 and 6.
English, course 16.
German, course 7.
History course 21
Latin, course 4.
Mathematics, course 11.
Physics, course 1.
Commerce, course 12.
Drawing, course 4.
Household Arts, course 9.
Manual Training, course 2.
Music, course 3.

Electives.

As indicated above, students following the general course are required to take seven courses in the departments of Psychology, Pedagogy and the Training School. In addition, they shall elect three quarters work in each of three of the academic departments. The Teachers' Courses may be taken as a part of this requirement. The remaining eight quarters of work may be chosen from the Junior and Senior electives.

Graduates of first class high schools, who have complied with the requirements of the State Department, enter the Junior class. Such students must elect Psychology 1, and School Administration 5, in which case these subjects shall be counted among the eight general electives. The requirements of the State Department are as follows:

English	3 units
Mathematics	2 units
History	2 units
Science	2 units
Electives	7 units

* Figures refer to the number of the Course under the Department of Instruction.

"The electives may be two additional in mathematics, two additional in history, two additional in science, one additional in English, three or four in Latin, two or three in German, two or three in French, two or three in Greek, one in bookkeeping, one in pedagogy, two in manual training, two in domestic science, two in drawing, one in music, one-half in advanced arithmetic, one-half in industrial geography, one-half in economics." (From State Course of Study for Approved High Schools.)

ENGLISH REQUIREMENT

Any member of the faculty who finds the oral or written English of any student faulty in clearness, arrangement and the formal characteristics of sentence structure, pronunciation, capitalization and spelling, shall refer his case to the Committee on Graduation, with the recommendation that he be required to pass a course in constructive English before graduation. The comvosi-course in constructive English before graduation. The composi-

Students entering from other schools, who are not graduates of first class high schools, will be classified according to the advanced standing presented. See Entrance Requirements, page 34.

Specializing Course.

The first two years of this course are the same as for the general course.

NOTE—Any student wishing to specialize in any department may do so, with the consent of the president and the head of the department, under conditions as follows:

JUNIOR.	SENIOR.
Psychology (advanced), 1	History of Education, 2
Principles of Teaching, 1	Teaching, 3
Teachers' Courses, 1	Teachers' Courses, 1
Electives, 9	Electives, 6

All elections must be made with the advice of the head of the department in which the student is specializing.

All specializing students must elect four quarters of academic electives, as indicated in Specializing Courses, or by the president and head of department.

All students now enrolled and working on the old courses, as stated in previous catalogs, will be permitted to continue such courses.

RURAL SCHOOL CERTIFICATE COURSE.

The following two years' course or its equivalent is required:

First Year.

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.
Grammar and Composition	Grammar and Composition	Grammar and Composition
Elementary Algebra	Elementary Algebra	Elementary Algebra
Ancient History	Greek History	Roman History
Agricultural Biology	Agriculture	Agriculture
Penmanship	Public School Music	Public School Music

Second Year.

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.
Literature and Composition	Literature and Composition	Methods in Rural S. English
Mediaeval History	U. S. History and Method	Teachers' Arithmetic
Rural School Management	Teachers' Course in Geography	Teaching in Training School
Elementary Psychology	Rural School Methods	Physiology and Hygiene
Domestic Science or Manual Training	Drawing	Drawing

This is a special course for teachers in rural schools.

More than one-half of the children enrolled annually in the public schools of Missouri are in the rural schools. The home life and community life of rural children make the possibilities of these schools greater than that of any other class of schools. The State Normal School has realized for some time that it should do more for the special preparation of teachers for these schools, but till the present time the way has not been open to do what we have desired to do. A way has been made for this work and a two years' course for training teachers for rural schools has been arranged.

By an arrangement with the State Superintendent of Public schools, students who complete this course will be

granted a two years' certificate. This certificate will be issued by the State Superintendent and will be for rural schools only, but good in any county in the state.

This course is open to students who are eighteen years old and hold a certificate of graduation from a rural school, or showing the completion of the eighth grade of a graded school; also to teachers holding Third Grade County Certificates.

Students who have completed a year or more of high school work may secure this certificate after nine months' residence work. If, in addition, the student holds a Second Grade County Certificate, he may secure the Rural School Certificate upon the completion of six months of residence work. This means a good preparation for teaching in a comparatively short time. It means a license that is good in any county in the state.

COURSES OF INSTRUCTION.

The courses of instruction are listed by departments, the departments being arranged alphabetically as follows:

Agriculture and Geography.
Biology.
Chemistry, Physiology and Hygiene.
Economics.
Education.
English Language and Literature.
French and German.
History.
Latin and Greek.
Mathematics.
Physics.
Training School.

Departments of Technical Subjects.

Commerce.
Dramatic Expression and Speech Arts.
Drawing.
Household Arts.
Manual Training.
Music.
Physical Education.

AGRICULTURE AND GEOGRAPHY.

Agriculture.

MR. H. A. PHILLIPS, MR. B. A. PRATT.

1. AGRICULTURE—This course occupies two quarters, both parts being offered each quarter of the school year.

1a. The work of the first half comprises: (1) A close study of Soils and Fertilizers. (2) Farm Crops. (3) Trees and Garden. (4) Effect and Remedy of harmful plant diseases, insect and bird pests.

1b. The work of the second half comprises: (1) Live Stock and Dairying. (2) Feeds and Feeding. (3) Farm Management.

2. LIVE STOCK AND DAIRYING.—A continuation of course 1b. Special attention will be given to the market classification and types of farm animals. The facilities of barn, dairy cows and laboratories are in constant use by the students in dairying.

3. SOIL AND FARM CROPS. — A continuation of course 1a.

4a. FARM MANAGEMENT (Spring Quarter).—The purpose of this subject is a general summing up and putting together of the various facts and principles gained throughout the agriculture course in such a way as to enable the student to apply himself in the best possible way to the management of a farm. Special topics will be given careful study, as "Choosing and Laying Out a Farm," "Soil Management," "Crop Management," "General Management of the Farm Equipment," "Labor Problem," "Farm Records and Accounts," "Rural Equipment," "Country Home," "Earth Roads," "How to Organize and Conduct

Farmers' Meetings and Agricultural Contests,' "Farmer as a Citizen," etc. Each student will be required to formulate plans for carrying on some farm.

Geography.

1. Rural School Geography.

This course in arranged with reference to the wants of the rural school teacher, and includes:

1. Changes of seasons.

2. Winds in their relation to climate, special attention being given the prevailing westerlies and the great whirls in this easterly drift of the air.

3. The development of commerce and commercial cities because of physical features.

4. Home geography and the correlation of geography with other subjects.

2. Teachers' Course in Geography.

This course is intended for students who expect to teach the subject in rural school or in the grades of city schools, or who expect to have supervision over those who do the teaching.

It includes the reading of the barometer, the psychrometer and the wind gauge.

Map drawing, map modeling and the use of Geography in connection with History are all carefully worked out.

A suggestive outline in home Geography is a part of the course.

The best preparation for teaching Geography is to know the subject well. As an example of what the teacher should know, students in this class will be expected to make an intensive study of North America and this will embrace the following points:

A. Physiographic features.

B. Climate, including the prevailing winds and the influence of large bodies of water.

C. Natural products.

D. Agricultural products.

E. Development of commercial cities.

F. Commerce, both domestic and foreign.

3. Introduction to Physical Geography.

One quarter. This is purely an elementary course, and is given in the ninth grade, first year of the *Preparatory Course.*

4. Physiography.

One Quarter. This course is intended to fit students for teaching the subject in a two years' high school. It should be taken in the *Freshman* year, and, with two quarters of Agriculture, completes a unit of science.

5. Advanced Physiography.

An elective course of two quarters. It is intended as a preparation for teaching Physiography in a four years' high school.

In all the courses the students are expected to do field work and laboratory work.

6. Bacteriology. — The science of bacteriology is presented to the student as a factor in everyday life. In this subject only the simplest forms of life, consisting chiefly of the bacterial flora of the dairy products and soil, are studied. The most important viewpoint from which the subject is approached is in respect to its practical application in agriculture, medicine, domestic science and sanitation.

7. Analysis of Foods.—This is a course in the chemistry of foods and nutrition.

Biology.

MR. STIGALL.

1a.—General Biology.

A general course running three quarters and including a general study of representative plants and animals. This course will be discontinued at the close of the next year.

1. Elementary Botany.

This course will run three quarters. It will include a general study of plants, their forms, growth, relations to environment, life histories. The economic side of the subject will be emphacized.

2. Elementary Zoology.

This course will run two quarters. It will include a general study of animal life. Attention will be centered upon the animals of this region. Emphasis will be laid upon life histories and the value of structures in enabling the animal to solve successfully the problems of its environment.

3. College Botany.

This course will run three quarters. It will be open to those who have had a general course in botany or biology. It will include an intensive study of the physiology, morphology, ecology and classification of plants. The spring quarter will be devoted to the flowering plants, both wild and cultivated, of this region.

4. Insects.

This course will be offered only in the fall quarter. It will include a detailed study of the structure, life history and economic relations of common insects. There will be a great deal of field work.

5. Nature's Study.

This is a Teacher's Course designed primarily for

those who are expecting to teach children in the grades. Its purposes will be to give familiarity with the world of living things, which is so full of interest to the active child, and to work out helpful methods of presenting this material to the child. The course will include studies in laboratory and field and books of such things as common birds, their nesting habits, songs, haunts; lives of familiar insects, bees, grasshoppers and others; flowers and fruits of woods and fields and gardens; some common trees, etc. In the course the student is to acquire a speaking acquaintance with common things, to learn some of the hows and whys of familiar phenomena, and, it is hoped, to deepen his sympathy and interest with the world of out-of-doors, and through these things to gain something material and spiritual which will help him to teach the child about this out-of-doors in such manner as to make life fuller and better for both child and teacher.

6. AGRICULTURAL BIOLOGY.

This course will run one quarter. Its purpose is to give that knowledge of plants and animals which is indispensable in the successful study or teaching of agriculture.

Chemistry and Physiology.

MR. WALTERS.

Chemistry.

1. GENERAL CHEMISTRY.

This course is planned for Freshmen and Sophomores, and is in all respects the equivalent of the year of Chemistry offered in our best high schools.

1a. *First Quarter.*—Study of important non-metals and their compounds. Valence and the various kind of

chemical interaction. Equation writing, simple chemical interactions, etc.

1b. *Second Quarter.*—Continuation of 1a. Methods of determination of equivalents, molecular weights, and atomic weights. Chemical theories. In both 1a and 1b two hours per week of laboratory work are required. This is illustrative of the work in class and is to a large extent quantitative.

1c. *Third Quarter.*—Study of metals and the general problems of Industrial Chemistry. The work of this quarter is in general an answer to this question: How are the elements and compounds supplied by Nature converted into such forms as are useful to man? The laboratory work of this quarter consists largely in the preparation and purification of metallic compounds. McPherson and Henderson's Elementary Chemistry and Newth's Inorganic Chemistry are used as texts in the first year's work.

2. Qualitative Analysis.

Students having had Chemistry Course 1 or its equivalent are eligible to this work.

2a. *First Quarter.*—Methods of Qualitative Analysis. Separation and detection of bases. Most of the work in this course is carried on in the laboratory, two hours per day being required.

2b. *Second Quarter.*—Continuation of 2a. Analysis of acids.

3. Organic Chemistry.

General survey of field and consideration of the organic compounds of everyday life. Daily recitations with two hours per week of illustrative laboratory work. Students in Domestic Science may elect this work without first taking Course 2.

PHYSIOLOGY AND HYGIENE.

4. PHYSIOLOGY REVIEW.

For those who have had only the Physiology of the grades and who take Physiology before taking Biology 1 and Chemistry 1. A rapid review of entire subject.

5. TEACHERS' COURSE IN PHYSIOLOGY.

For those who have had high school Physiology or who take Physiology after completion of Biology 1 and Chemistry 1. Text: Walters' Physiology and Hygiene for Secondary Schools.

6. TEACHERS' COURSE IN HYGIENE.

Teaching efficiency depends as much upon health as upon a knowledge of the subject matter, and many teachers fail because they are unable to keep well while teaching. One aim of this course is to aid teachers in solving the problems of health as they pertain to life in the school room. The course includes the following and other topics: Special hygiene of the nervous system, hygiene of sedentary occupations, prevention of diseases of metabolism, the eye in its relation to the health. school hygiene and sanitation, detection and prevention of infectious diseases, and eye and ear testing of school children. Junior and Senior elective.

Economics.

MR. MORROW.

1. GENERAL ECONOMICS.

A course intended to give the student a knowledge of Economic organization and processes; an intelligent interest in Economic questions and politics; the ability to think clearly, independently and fairly on politico-economic questions; and a desire to help secure economic justice.

Text: Ely's Principles of Economics, Rev.

1a. *First Quarter.*—Introduction to the study of Economics, Consumption, Production.

1b. *Second Quarter.*—Value and Exchange, Distribution.

1c. *Third Quarter.*—Relation of the State to Industry, Public Finance, History of Economic Thought.

2. Economic History.

After a brief consideration of the Industrial Revolution in England, the greater portion of this Course will be devoted to a study of the industrial development of the United States.

Text: Bogart's Economic History of U. S.

3. Economic Geography.

A study of the most significant geographical facts touching commerce and industry. Industrial influences will also be made prominent.

Text: Trotter's Geography of Commerce.

4. Public Finance.

Open to those who have completed Course 1 or its equivalent.

A course dealing with the principles of taxation, public expenditures, public revenues (Federal, State and Local), and the proper relation of the State to Industry.

Text: Plehn's Introduction to Public Finance.

5. History of Economic Thought.

Open to those who have completed Course 1 or its equivalent.

The work of this course will consist chiefly of a careful examination of the writings of the most prominent Economists from Adam Smith to the present, with the purpose of discovering the basis upon which has been builded the more satisfactory Modern Economic Theory and bettering present theory as a basis for future development.

Note:—History Courses, 3 to 8, inclusive, or their equivalent, are prerequisites for work in this department.

EDUCATION.

MR. C. A. PHILLIPS, MR. DAVIS, MR. ADAMS, MISS SNODDY.

Psychology.

1. Elementary Psychology.

Should precede Training School work. This course is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world of objects. The psychology of the nervous system and the sense organs is studied in their relation to mental phenomena.

The course is based upon Titchener's Primer of Psychology. This is supplemented by lectures and demonstrations with apparatus.

2. Advanced Psychology.

Presupposes Course 1, or its equivalent. This course is intended to enlarge the view obtained in the Elementary Course. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angell's Psychology will be used as a basis for the class discussions. The Library is well supplied with reference works.

3. Educational Psychology.

Presupposes Course 2, or its equivalent. This is a course of lectures, demonstrations and reports, dealing with the results of experimental methods as applied to educational problems. The class will be required to familiarize themselves with Kirkpatrick, Fundamentals of Child Study, Thorndike, Educational Psychology, in addition to preparing reports on Monographs and the current Educational literature.

4. Psychology of Childhood.

This course on the physical and mental development of children is supplementary to and presupposes Course 2. It is designed to present the facts of the nature and development of the mind during childhood and adolescence with special reference to their meaning for the teacher.

Pedagogy.

1. Rural School Management.

Considerable time will be devoted to the study of the State Course of Study, and among the other topics considered will be : (a) The teacher, his qualifications, duties, and his obligations to the children and the community. (b) School grounds, buildings and school room equipment. (c) Making the daily program. (d) Grading the school. (e) Rural graduation. (f) School games and plays. (g) Methods of class instruction. (h) School law.

2. Rural School Methods.

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in a one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, language, numbers and natural history will receive detailed consideration. The organization, alternation and correlation of these subjects will be fully discussed.

3. Principles of Teaching.

Junior course. Psychology Course 1 is prerequisite. Consideration will be given to the essential general principles underlying and determining the whole educative process.

4. Special Methods.

Junior course. This course will consider the content, aims, materials, and methods in each of the leading sub-

jects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study. Special attention will be given to the work in the primary grades.

5. School Administration.

Required for graduates of first class high schools. This course may not be taken by students who have had Course 1. The following topics are treated: (a) The location and construction of school buildings. (b) Organization and gradation of schools. (c) Problems of classroom management. (d) The school board. (e) The principal and special supervisors. (f) The superintendent. (g) The school and the community.

6. High School Problems.

For Juniors or Seniors. This course will consider the history, aims and methods of secondary school teaching, also the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

7. History of Education.

Two quarters required. During the first term a detailed study will be made of Oriental, Greek, Roman and Medevial schools. The second term's work will consist of a special study of the great reformers during the modern period, such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel and Horace Mann. The course will close with a brief study of modern school systems, in which the schools of Germany, France, England and the United States will be studied comparatively.

8. Supervision of Instruction.

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education.

The second part will be devoted to observation and criticism of lessons as taught in the Training School and Normal. The third part will be taken up with some of the supervisor's important problems, such as: (a) Retardation of pupils. (b) Elimination of pupils. (c) Methods of promotion. (d) Vital school statistics. (e) Estimating the worth of a teacher. The course is open to principals, superintendents and others preparing for the work of supervision.

9. Sociology.

This course will consist of lectures, recitations and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems. Among those considered will be the family, the church, the state, the social aspects of industrial organizations, and the social functions of the school.

10. Ethics.

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined, and the way in which different subjects of the curriculum may contribute toward moral development is considered.

11. History of Education in Missouri.

This course will include a detailed study of the history and organization of the various types of schools in the state. For example, Elementary Schools, Secondary Schools, Normal Schools, Colleges and Universities, and Special Schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and the State Superintendent. Missouri School Law will also receive considerable attention. The course may be taken by Juniors and Seniors, also by those preparing for state examinations.

12. Modern School Systems.

Graduate course. The course will offer a somewhat detailed study of primary, secondary, higher, and professional education in Germany, France, England, and the United States. A brief historical study will be made of each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working ,with some little attention to the marked educational tendencies of each.

13. Philosophy of Education. Graduate Course.

A critcial examination will be made of the more important problems of modern educational theory, such as the Biological, Psychological, Ethical and Sociological tendencies. The course will include lectures, class discussions, and reports. The current pedagogical literature will be brought to the attention of the class.

Advanced degrees. Courses 4, 6, 7, 8, 9, 10, 11, 12 and 13 in Pedagogy, and Courses 3 and 4 in Psychology may be used for advanced degrees.

English Language and Literature.

MR. COULTER, MISS BALL, MR. MARTIN, MISS BRYAN.

Normal Preparatory Course.

1. Literature, Grammar and Composition.

This is a course in literature, composition and grammatical analysis, covering the work of three quarters.

The reading is from Irving, Longfellow, Dickens, Franklin, Scott and Goldsmith. In the composition work, emphasis is placed upon the handling of material in brief narrative form.

The work in analysis is done in connection with the themes, and is intended to show the student his weakness in expression, and effective methods of correction.

2. American Classics.

Course 1 is prerequisite. The primary aim in this course is to improve the student's power of getting thought from the printed page. Weekly themes are required.

This course is given only in the Summer Quarter.

3. Literature, Composition and Rhetoric.

Three Quarters. Reading of four to six authors each quarter. Narrative, descriptive and expository devices studied. Themes in the form of story, description and criticism of authors read.

Normal Course.

4. History of English Literature.

Two Quarters. *Freshman.* A course in the development of literary forms and ideals.

5. Short Story.

One Quarter. *Freshman.* Reading of a few of the best short stories, study of the principles of short-story writing, and writing of a few short stories.

6. American Literature.

Two Quarters. *Sophomore.* Courses 1-4, prerequisite. This course presents the American writers not only as artists and producers of literature, but also as thinkers and leaders of thought in their times. It is an introduction to the history of the development of culture in America.

7. Reviews.

One Quarter. *Sophomore.* Sentence and theme structure, and literature. Required of all candidates for a Regents' Certificate.

Junior and Senior Electives.

8. Junior Composition.

All students who intend to teach in high schools are urged to take this course. The aim is to give training in ex-

pression and to present methods for conducting composition classes. Students in a literature course whose composition is lacking in form or accuracy will be required to pass this course before a grade in literature is recorded.

9. The History of English Literature (Advanced Course).

Two Quarters. For graduates of approved high schools, and for students who did not elect English in the Freshman year.

10. History of the English Language.

This course presents the origin and development of the English Language. Some attention is given to historical grammar. Selections are read from Chaucer, Spencer and the King James version of the Bible.

11. Shakespeare.

Courses 6, 7, 4 or 9 prerequisite.

Intensive study of a few plays, with wide reading.

12. Milton and the Caroline Poets.

Courses 6, 7, 4 or 9 prerequisite.

Paradise Lost read in class. Consideration of the sources of the poem; comparison with other epics in content and form.

Paradise Regained and Samson Agonistes assigned as collateral reading.

13. Victorian Poets.

A close study of the characteristics of the literary movement which centers around the middle of the nineteenth century.

14. American Poets.

Course 6 prerequisite. This course is intended to supplement the work of Course 6, and to give thorough and accurate knowledge of the greater American poets.

15. Principles of Criticism.

Required for admission to this course, Course 9 and one of the following: 11, 12, 13 or 14.

The principles underlying the construction and interpretation of literature are discussed. Reading is assigned in the greater English critics, lectures given on the history of criticism, and application of the principles developed.

16. Principles of Language.

A Teachers' Course, open to Juniors and Seniors and to experienced teachers of English. It is the aim in this course to present the principles of language analysis, and to give the student sufficient mastery of them to be independent of text books. Some attention is given to the pedagogy of grammar.

21. Juvenile Literature.

This course emphasizes: (1) Familiarity with various types and grades of literature for children; (2) Principles of selection of children's books; (3) Method of presentation.

22. The Epic.

A comparative study of the various epics, with special stress on the English epics.

Special and Graduate Courses.

Courses 9, 10, 11, 12, 13, 14, 15, 16, 21 and 22 may be elected for credit by students working for an advanced degree.

17. The English Novel.

Two quarters, which may be elected separately. The course gives a complete view of English prose fiction. The work of the first term closes with Scott. The second term presents the nineteenth century novel after Scott.

18. Browning.

The more significant of the poems are read in the order of their writing, and an attempt is made to present something of the development of Browning's ideas and literary methods.

19. Wordsworth and the Lake Poets.

Special attention is given to the influence of the economic and social theories of the late eighteenth century upon these poets.

20. Tennyson.

A reading of the Idylls of the King, and In Memoriam, along with many of the shorter poems. The object is to show Tennyson as an interpreter of thought and life of England in the nineteenth century.

21. Contemporary Literature.

Reading in the characteristic American and European fiction, poetry and drama of the past twenty years.

French and German.

MISS HARRIS.

1. Elementary French.

In this year's work, careful drill is given in pronunciation and the principles of French grammar. From 300 to 400 pages of French are read.

1a. *First Quarter.*—Fraser and Squair's French Grammar, Lessons I-XX, and the regular verbs. Reading, Mairet's *La Tache du Petit Pierre.*

1b. *Second Quarter.*—Reading from Aldrich and Foster's *French Reader,* and Halevy's *L'Abbe Constantin.* Dictation exercises and conversation based on texts.

1c. *Third Quarter.*—Fraser and Squair, Lessons XX to XL. Twenty irregular verbs. Reading, *Le Voyage de*

Monsieur Perrichon, or the equivalent. Composition and grammar and conversation.

2. Second Year French.

Prerequisite: Course 1.

In this year's work, the composition and grammar of the first year are continued. From 600 to 700 pages of French are read. Considerable attention is paid to sight translation.

2a. *First Quarter.*—Composition and conversation based on the texts read. The remaining important irregular verbs. Classics read: Hugo's *Les Miserables,* Corneille's *Le Cid.* Dumas' *Les Trois Mousquetaires* is read outside of class and a resume of it is handled in French.

2b. Second Quarter.—Conversation and reading. Classes read: Moliere's *L'Avare* and Daudet's *Tartarin de Tarascon.* Labiche and Martin's *Poudre aux Yeux* read outside of class and reported on in French.

2c. *Third Quarter.*—Conversation and composition. Classics read: Bazin's *Les Oberle,* Hugo's *Hernani,* Daudet, Contes Choisis.

Another classic is read outside of class and reported on in French.

3. Third Year French.

Three Quarters. Prerequisite: Course 2. History of French Literature since the sixteenth century. Selections are read from Corneille, Moliere, Racine, Madame de Sevigne, Madame de LaFayette, Voltaire, Hugo, De Vigny, Daudet, Rostand.

Advanced courses in French will be given if there is sufficient demand.

German.

1. First Year German.

The aim of this year is to give the student a good pro-

nunciation and to ground him thoroughly in the elements of German grammar. Reading will be selected from beginning readers and easy stories.

1a. *First Quarter.*—Vos. Essentials of Grammar. Lessons I-XV.

1b. *Second Quarter.*—Vos. Lessons XV-JXXVI Joynes' German Reader, conversation and dictation. Memory work.

1c. *Third Quarter.*—Vos. finished. Conversation, composition and dictation. Reading Storm's Immensee.

Constant drill on declensions, conjugations and word order. Memory work.

2. SECOND YEAR'S WORK.

Prerequisite: Course 1.

In this year, grammatical forms are constantly reviewed and more difficult work in composition is required. At the same time, the student begins the study of German Literature as such.

2a. *First Quarter.*—Composition and conversation based on Pope's German Composition. Von Hillern's *Hoher als die Kirche* read.

2b. *Second Quarter.*—Composition and conversation. Classics read: Schiller's *Der Neffe als Onkel* and Hauff's *Tales.*

2c. *Third Quarter.*—Composition and conversation. Classics read: Schiller's *Wilhelm Tell,* and Moser's *Der Bibliothekar.*

3. THIRD YEAR'S GERMAN.

Prerequisite: Course 2.

This course calls for more extensive and rapid reading with frequent exercises in sight translation and short papers in German. The reading includes selections from Schiller, Goethe, Lessing, Heine, Freytag, Baumbach and Storm.

4. SCHILLER AND HIS TIME.

Prerequisite: Course 2.

An intensive study of Schiller's best known plays and poems, his life and his relations to his contemporaries.

5. GOETHE AND HIS TIME.

Prerequisite: Course 3.

An intensive study of Goethe's best known works, his life and his relations to his contemporaries.

6. MODERN GERMAN LITERATURE.

Prerequisites: Courses 1, 2, 3.

Modern dramatists and novelists studied.

7. TEACHERS' COURSE.

This course includes a thorough review of German grammar and syntax, a consideration of methods, and examination and discussion of text books.

Note:—At least three-quarters of work in French or in German must be taken to count toward graduation.

HISTORY.

MR. HENDRICKS, MISS RUNYON, MR. BASS, MR. MCCLURE.

American History.

1. UNITED STATES HISTORY.

A review course for those desiring credit for United States History on a County Certificate. Texts, McLaughlin's "American Nation," and Muzzey's "American History."

2. CIVICS.

A review course for those desiring credit in Civics on a County Certificate. Text, Gittau's "Government and Poli-

tics in the United States." An outline of State government is considered.

Normal Preparatory Courses.

(These courses must be taken in the order named.)

Ancient History.

3a. The Orient.

Text Books: Botsford and Maspero. A study of the development of organized governments, industries and manners and customs of life in the Nile and Tigris-Euphrates Valleys.

3b. Greece.

The essentials of the History of Greece. Botsford is used as a text, and the library for reference reading and reports.

3c. Rome.

The essentials of the History of Rome and the beginnings of the Barbarian Kingdoms. Botsford used as text, and library as in previous courses. Especial attention paid to teaching methods of study and investigation.

*In the University of Missouri, on leave of absence.

Mediaeval and Modern History.

4a. Mediaeval.

The work is based on Robinson as text. Great events, such as the Hundred Years' War, the Reformation, and tendencies of the time leading to the French Revolution, are developed with the aid of reference books.

4b. Modern History to the French Revolution.

The work is based on Robinson as text. Great events, such as crusades, feudal system, etc., are developed with the aid of reference books.

4c. Modern History to the Present Time.

A survey of the main events of History since the Reformation, based on Robinson's texts and library references.

Normal Courses.

(These courses should be taken in order named if possible.)

American History and Government.

5. Colonial.

A general surevy of American History to about 1763.

5b. The Middle Period.

A study of the formative period to about 1830.

5c. National Development.

The development of the nation to the present time is traced by means of the Epoch Series and other references.

English History.

(Students specializing in History should take the first two terms of English History before American History.)

6a. Formation.

The growth of national unity and the development of an absolute monarchy are traced from their beginnings through the early Tudor period. Cheyney's text and numerous references are used.

6b. Development.

The growth of democracy and expansion of empire are followed to the present time.

6c. Constitutional History.

A study of the present government of English, including political parties and party organizations. Lowell's "The Government of England" used as a text. Open to students who have completed 6a and 6b.

Advanced Courses for Juniors, Seniors and Graduates.

Advanced American History.

7. Colonial History.

Particular attention is given to the beginnings and growth of settlements and to the development of colonial government. In addition to lectures and text books, collateral reading and topics will be required. *Fall Quarter.*

8. Slavery and Reconstruction.

A discussion of the rise and growth of the plantation system and the use of unfree labor in the South and the consequent social and political conflict of the sections. As far as possible, source materials will be used. Lectures, quizzes and topics. *Winter Quarter.*

9. Expansion.

A study of the territorial growth of the United States and problems arising therefrom. Lectures, research work and quizzes. *Spring Quarter.*

10. Diplomatic History of the United States.

Especial attention is given to the actual negotiations, between the United States and foreign countries, of diplomatic problems and international law so far as they have affected, or have been affected by the United States. *Summer Quarter.*

Advanced European History.

11. Advanced European History.

A study of Mediaeval Institutions and the Reformation from the sources and extended histories. Prerequisite: Mediaeval and Modern History.

12. Advanced European History.

Periods of the Reformation and the French Revolution.

Sources and library references used in the preparation of topics and papers.

13. Advanced European History.

Comparative study of Governments of Europe. Same methods as in Course 12. France and Germany are used as a basis for comparison and for studying the life of the people with reference to new ideas of government.

14. Nineteenth Century History.

The development of industrial, social, and political Europe during the last century is the subject of this special study.

15. Current History.

A study of present political and social movements from periodical literature. Prerequisite, Course 9 or 10.

16. Methods of Teaching History.

This course will include subject matter and methods for the study of history in Grade and High Schools. Special attention will be given to the use of illustrative materials, devices for impressing facts and methods of organizing these in an orderly way.

Latin and Greek.

MISS YEATER, MISS MILLER.

1. Beginning Latin.

1a. *First Quarter.*—Gunnison & Harley's Beginning Latin Book. Lessons 1-25.

1b. *Second Quarter.*—Gunnison & Harley's Beginning Latin Book. Lessons 25-50.

1c. *Third Quarter.*—Gunnison & Harley's Beginning

Latin Book completed. Outlines of Latin Grammar, published by the department, are used throughout the year.

2. Review of Beginning Latin.

For students who are taking this as the last quarter of Course 1, the credit is 1-3 unit. For students who have no credit in Latin in this school and are taking it as a review, the credit is one unit.

The texts used are the same as in Course 1.

3. Caesar and Prose Composition.

Attention throughout this course is given to syntax and to sentence structure.

Allen & Greenough's Caesar. Bennett's Grammar.

3a. *First Quarter.*—Book I.

3b. *Second Quarter.*—Twenty-five lessons in Abbott's Prose Composition, Book II.

3c. *Third Quarter.*—Books III and IV.

4. Advanced Latin Grammar and Prose Compotion.

Prerequisites, Courses 1 and 3. The writing of illustrative Latin sentences continues throughout both quarters.

Jones' Latin Prose Composition, Bennett's Latin Grammar, Outlines of Latin Grammar, published by the department.

4a. *First Quarter.*—A thorough study of forms and their development. The syntax of the verb.

4b. *Second Quarter.*—The syntax and classification of the noun and pronoun.

Given in the Fall and Winter Quarters.

5. Sallust's Jugurtha.

Prerequisite, Course 4. A finished English translation

is required, together with a study of the peculiarities of Sallust's style. Chase & Stuart's Sallust.

Given in the Spring Quarter.

6. CICERO'S ORATIONS AGAINST CATILINE AND FOR THE POET ARCHIAS.

Two Quarters. Prerequisite, Course 4. A detailed study of Cicero's style, sentence structure and syntax, also of his life and character. D'Ooge's Cicero.

Given in the Winter and Spring Quarters.

7. VERGIL'S AENEID.

Prerequisite, Course 4.

7a. *First Quarter.*—Book I with a detailed study of scansion, syntax and figures.

7b. *Second Quarter.*—Books II. III and IV.

7c. *Third Quarter.*—Books V and VI, with a study of the entire poem as a literary classic. Fairclough and Brown's Vergil.

8. TACITUS.—GERMANIA AND AGRICOLA.

Attention is given to the author's style and to the literary and historical value of his work. Gudeman's Tacitus.

Given in Summer Quarter only.

9. CICERO'S ESSAYS—DE SENECTUTE AND DE AMICITIA.

Attention is given to Cicero's temperament and literary work. Rockwood's De Senectute. Price's De Amicitia.

Given in Summer Quarter only.

10. SALLUST—JUGURTHA AND CATILINE.

Attention is given to the author's style, also to a comparison of Sallust's and of Cicero's attitude toward Catiline. Chase & Stuart's Catiline.

Given in Summer Quarter only.

11. Teachers' Course in Caesar.

Historical setting as well as methods.

12. Ovid.

Selections. Kelsey's Selections from Ovid.

Greek.

1. Beginning Greek.

White's Beginner's Greek Book is used. Three Quarters.

A classification of forms and vocabulary is prepared by the students.

2. Xenophon's Anabasis.

Three Quarters. Four books are read.

A preliminary review of forms and selected lessons from Jones' Greek Prose Composition are given in the first quarter. In the third quarter from 500 to 1,000 lines of the Odyssey are read. Goodwin & White's Anabasis. Goodwin's Greek Grammar. Perrin and Seymour's Odyssey.

3. Homer's Iliad.

Three Quarters. Selected passages; 5,000 lines. Scansion, Homeric forms and syntax are emphasized. Text: Sterrett's Iliad.

4. Greek Literature.

These are literary courses in translation, supplemented by a brief servey of Greek Art. No knowledge of Greek is required.

4a. The Epic—Homer's Iliad and Odyssey.

Iliad—Lang, Leaf and Myers. Odyssey—Palmer. Text: History of Greek Art, Tarbell.

4b. The Drama.

Plays from Aeschylus, Sophocles, Euripides and Aristophanes.

Note:—Two years of Latin (one year of Greek), are necessary if Latin is to be used in the final sum of credits for certification or graduation. These may be taken during any two years in the course. It is urgent that the second year be taken immediately after the first. Four years constitute the regular Latin Course. Five years of Latin and some Greek are expected of students who wish to be recommended as Latin teachers.

Mathematics.

MR. SCARBOROUGH, MISS KENNEDY, MR. URBAN, MISS NICKERSON.

Normal Preparatory Course.

1. Elementary Algebra.

This includes the mathematics given during the first year, and is intended for those who have finished the eighth grade or rural school course.

The ordinary operations will be given, using at first only the simpler expressions. This will include the processes employed in the elementary treatment of the subjects:

1a. This includes the ordinary operations of Addition, Subtraction, Multiplication and Division, together with some parctice in the use of the simpler equations.

1b. Factoring and its applications to the simpler Quadratic Equations, Fractions, Linear Equations involving two unknown, and Fractional Equations of the first degree.

1c. Review and extension of work in the topics given in 1a, with special reference to literal notation, Square Root, Radicals, Simpler forms of Quadratics, Equations, including one and two unknowns.

Experiments in the laboratory will be used to obtain material for problems.

Given every quarter.

2. Teachers' Arithmetic.

This course is designed for persons who have taken one year of Algebra. The use of the equation should be understood in order to appreciate the methods of solving problems in Arithmetic. The laboratory is used constantly in this course.

Given every Quarter.

3. Plane Geometry.

This course requires two quarters. The Mathematical Laboratory will be used in connection with the work. Prerequisite, Courses 1 and 2.

3a. *First Quarter.*—Books I and II.

3b. *Second Quarter.*—Books III, IV and V.

Given every Quarter.

Normal Course.

4. Algebra, Freshman.

Two Quarters. Special attention will be given to the more advanced phases of the topics studied in Course 1. Prerequisites: Courses 1, 2 and 3. The course for each quarter includes:

4a. Equivalent Equations, Simultaneous Equations. Graphical Representation, Theory of Exponents, Radicals. Quadratic Equations in one unknown.

4b. Theory of Roots of Quadratic Equations. Quadratic Equations in two unknowns, Ratio and Proportion, Inequalities, Logarithms, some work in a few simple series and the Binomial Theorem.

Given every Quarter.

5. Solid Geometry.

The laboratory method will be used in much of this work. The topics usually given in a course in Solid Geometry will be included.

Prerequisite: Courses 3 and 4.

Given every Quarter.

6. Plane Trigonometry.

Much practical work will be done in connection with this course. The laboratory is supplied with a good transit and other apparatus for making all necessary measurements.

7. Analytical Geometry.

The purpose of this course is to give the pupil the geometrical interpretation of Algebra. This subject is necessary in order to appreciate the true meaning of the Graph in Elementary Algebra.

Prerequisite: Course 5.

The course requires two quarters, and classes will be organized at the opening of each of the fall and winter quarters.

8. College Algebra.

This course is designed as a preparation for higher work in mathematics, and special attention will be given to a discussion of series. *Fall and Spring Quarters.*

9. Theory of Equations.

This will include Determinants as well as the Theory of Algebraic Equations.

Prerequisite: Course 7.

10. Calculus.

Time required is two quarters, and the class will be organized at the opening of the winter quarter.

10a. *First Quarter.*—Differential Calculus, and its applications.

10b. *Second Quarter.*—Integral Calculus and is applications.

11. Teachers' Course in Mathematics.

This course includes a discussion of the teaching of Arithmetic, Algebra and Plane Geometry, as required in the usual high school course. The correlation of subjects and laboratory methods form an important part of the course.

Fall and Spring Quarters.

12. History of Mathematics.

This course includes the study of the development of the various topics included in the ordinary high school course, together with a study of some of the men who have contributed largely to the development of the science of Mathematics.

13. Astronomy.

This includes both descriptive and mathematical Astronomy. The course is open to high school graduates.

This course is given only in the spring quarter.

14. Surveying.

Much field work with the compass, level, and transit will be required.

Prerequisite: Course 5.

Fall and spring quarters.

Note:—High school graduates and others who are ready to elect mathematics should take the subjects in the following order: Trigonometry (1 quarter), Analytic Geometry (2 quarters), College Algebra (1 quarter), Calculus (2 quarters), Theory of Equations (1 quarter). Surveying may be elected any quarter after Trigonometry.

Those who have taken Trigonometry should elect Analytic Geometry in the fall and winter quarters; and, if students so desire, they may then elect Calculus for the winter and spring quarters of the same year.

Physics.

MR. MORRIS.

1. Introduction to Natural Philosophy.

There is so much in Physics that is *essential* to students of other sciences that this course is offered to meet that need at least in part. It consists of a series of lectures and demonstrations on those parts of Sound, Light and Heat, which will be helpful to students of Physiography, Music and Sophomore Physiology, and to grade teachers.

2. Elementary Physics.

This course is offered to meet the requirement in science during the Freshman or Sophomore year; but it may be elected by Juniors and Seniors. One of the essential features of the class room work is the demonstrations. The laboratory work (two hours a week) is thoroughly practical. Millikan and Gale's text is used.

2a. *First Quarter.*—Mechanics of Solids and Fluids.

2b. *Second Quarter.*—Heat, Sound and Light.

2c. *Third Quarter.*—Electricity.

3. Mechanics.

In this course the topics considered in the first third of Course 2 will be treated in a more extensive manner; and in addition circular motion, pendulums (simple and compound) methods of determining G, impact, moment of inertia, will be considered. The aim is to treat Mechanics as a physical science. The laboratory work is based on Ames and Bliss's Manual.

Prerequisites: Course 2, or its equivalent, and Plane Trigonometry.

4. Properties of Matter.

This course will deal with attraction, elasticity, surface tension, fluid-pressure, diffusion, etc

5. Heat.

The essential things in this course are nature of Heat, Thermal Conduction, Radiation, and Thermodynamics. Thermometry, Calorimetry and Change of State will also receive some consideration. The laboratory work is based on Ames and Bliss's Manual.

6. Electricity and Magnetism.

Two Quarters. In addition to the topics formerly considered the subjects of Conduction of Electricity through Gases, Radioactivity, and the relation of matter and electricity will receive some consideration. The laboratory work will consist in measuring Resistance, Electromotive Force, Capacity, etc.

7. Sound and Light.

The first part of this course will consist of a study of Vibration, Wave-Motion, Resonance, Interference, etc. The work in Light will deal with the nature and velocity of light, lenses and prisms, interference, diffraction, spectra, polarization, etc.

8. History of Physics.

The aim of this course is to familiarize students interested in physics with the order of development of the various branches of the subject. Cajori's History of Physics will serve as a guide. Selected chapters from such works as Whewell's History of the Inductive Sciences, Benjamin's History of Electricity, Mach's History of Mechanics, and Whittaker's History of the Theories of Ether and Electricity will form valuable collateral reading. Prerequisite: A knowledge of physics.

Note:—Courses 3, 4, 5, 6, 7 and 8 are Junior or Senior electives. They will also give credit for the A. B. degree. They are designed especially for those who wish to prepare themselves to teach Physics in the first class high schools. Courses 3, 5 and 6 will be very useful to students expecting to enter technical schools.

Students intending to pursue work in physical science should aim to complete elementary physics during the Freshman or Sophomore year. During the Junior and Senior years they should elect advanced physics, chemistry, mathematics and manual training.

TRAINING SCHOOL.

MR. CRISSMAN, MISS BRUNNER, MISS TODD, MISS PACKARD, MISS SCOTT, MISS DENNIS, MISS BARNUM.

The Training School is the laboratory of the Normal School. Here all professional instruction received in the academic and pedagogical departments may be crystallized into experience and skill.

Three things are necessary in the preparation of a teacher. (a) Academic knowledge. (b) Professional principles. (c) Skill in the application of those principles. To give the last is the function of the Training School.

In the Training School the student-teacher has an opportunity to begin his teaching under the direction of a judicious and sympathetic critic. Thus he is enabled to escape many of the mistakes of the untrained teacher and to fix good methods of instruction and government.

The supervisors of the Training School are selected because of their special fitness for directing the work of students and teachers in their respective grades. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is put forth to give full play to the teacher's originality. We do not wish teachers to have the indelible impress of this institution upon them as distinct from all others. On the contrary, the plan is to develop resourcefulness and adaptability in the teachers.

As far as possible all Training School teachers are required to have a term of observation, criticism and plan-writing, so that they know what good teaching is and can write a good lesson plan before they actually take charge of a class, thus avoiding all mere "practice teaching."

There are High School, Grammar, Intermediate, Primary, and Kindergarten departments in the school and students are assigned to teach in departments best suited to their needs.

1. Elementary Teaching.

This is a course in observation, criticism, plan writing and such teaching as opportunity affords. The Superintendent and all Supervisors will teach illustrative lessons. The range of subjects taught will comprehend practically all of the work offered in grades one to ten, inclusive. All lessons will be discussed under the direction of the Supervisor, and each student teacher will be required to write plans for the teaching of such lessons. This course is required of all candidates for the Regents' Certificate. If the Regents' Certificate is not taken out this course in observation should be taken the term preceding the first term of "Advanced Teaching." It counts as one of the three terms of required teaching.

Prerequisites: Psychology, Course 1, and Pedagogy, Course 1 or Course 5—Graduates of first class high schools may take these courses and Elementary Teaching at the same time.

2. Advanced Teaching.

This is a course in teaching in one of the departments of the Training School. Every lesson taught must have very careful preparation.

A written plan must be submitted to the Supervisor for critcism before the recitation. Practically every class exercise will be observed and criticised by the Supervisor.

Required of all students for the Diploma.

Prerequisites: Psychology, Courses 1 and 2, Pedagogy, 1 or 5, and 2, and at least two Teachers' Courses.

3. Advanced Teaching.

This course is a continuation of Advanced Teaching.

Required of all candidates for the diploma.

Prerequisite: Course 2.

4. Primary Methods.

This course is offered for those who are taking the special primary work and is required of those in the Specializing Course for Primary Grades. It consists in a study of the several subjects in the primary grades with special reference to the teaching of these subjects through occupational work. This course is open to students in the Junior year of the Life Certificate Course and must be preceded by Psychology, Course 1, and Pedagogy, Course 2. Courses 4 and 5 will be offered during the fall and winter quarters by the Supervisor of the Primary Department. All who are specializing in the Primary Course should arrange to take this work at that time. During the spring and summer quarters these courses will be given by the Director of the Kindergarten-Primary Department, and will be slightly modified to meet the demands. All who are taking the "Special Kindergarten-Primary Courses" should arrange to take this work during these quarters.

5. Primary Methods.

This course is a continuation of Course 4, and should be preceded by it.

6. Kindergarten Theory.

Kindergarten Gifts, 1 to 5; study of Froebel and "Mother Play"; Short Stories; Harrison's "Child Nature Study"; Handwork—sewing cards, weaving, and card-lacing.

Prerequisites: Psychology, Course 1; Pedagogy, Course 1.

7. Kindergarten Theory.

Kindergarten Gifts, completed; study of Wiggin and Smith's books on "Principles of Practice," "Occupations" and "Gifts"; Song stories, games and songs; Handwork—folding, cutting, tearing, drawing.

Prerequisite: Course 6.

8. KINDERGARTEN THEORY.

"History of the Kindergarten," Vandewalker; Program work; Advanced Mother Play; Preparation of supply lists; Advanced handwork—doll houses, clay modeling and stencil work.

Prerequisite: Course 7.

9. KINDERGARTEN-PRIMARY TEACHING.

Gift and game work, observation, monitorial work, connecting class teaching and first grade primary teaching.

Prerequisite: Course 6.

10. KINDERGARTEN-PRIMARY TEACHING.

Occupations, beginning story-telling, music and rythm work, observation. Connecting class and primary teaching as in Course 9.

Prerequisite: Courses 7 and 9.

11. KINDERGARTEN-PRIMARY TEACHING.

Students are required to take full charge of the entire work of the kindergarten and work out any problems which may be assigned. Connecting class and primary teaching as in Course 9.

Prerequisites: Courses 8 and 10.

Specializing Course.

Students desiring to specialize must satisfy the conditions stated on page 46.

Special Primary Teachers' Course.

For students who wish to become Primary Teachers the following course has been outlined. Those completing this course will receive the regular Normal Diploma marked "Special Primary Course."

JUNIOR.

Psychology, courses 2, 3
Pedagogy, course 3
*English, courses 8, 16
Music, course 3
*Biology, course 5
*Manual Tr., course 2
*Physics, course 1
Training Sch., courses 4, 5
*Greek Lit., course 4a
or
*History, course 21

SENIOR.

Pedagogy, courses 7, 4
Drawing, course 3
English, course 21
Physiology, course 6
Physical Education, course 6
Training School courses,
7, 6, 9, 2 and 3

The superintendent of the Training School is patron and all electives and substitutions must be approved by him.

*Graduates of first class High Schools may substitute Drawing, 1, Music, 1, Psychology, 1, and Pedagogy, 5, for any four courses marked *, if these courses were not offered for entrance.

Those students desiring to take the Special Primary Course should be able to sing and play the piano reasonably well. In case they are unable to play and sing when they enter the Normal it is desirable that they take special work in music during two years of the course.

Special Kindergarten Primary Course.

The following course is outlined for those who desire to specialize in the work of the Kindergarten and at the same time prepare themselves for primary work in the city schools. The prerequisites of this course are those required for Observation Teaching. (Training School Course 1.) Students desiring this course *must be able to sing and play the piano reasonably well.* If they have not had such special musical training the work must be done before completing the course.

JUNIOR.

Psychology, course 2
Pedagogy, course 3
*Biology, courses 1, 3
Manual Training, course 2
Drawing, course 3
Music, course 3
*Physics, course 1
Training Sch., courses 6, 7, 8, 9

SENIOR.

Psychology, course 3 or 5
Pedagogy, course 7
Physiology, course 6
*English, course 21, 16
*Expression, course 1
Physical Education, course 6
Training School courses,
4, 5, 10, 11 and 2

The superintendent of the Training School is patron. All electives and substitutions must be approved by him. Students entering with Junior standing must elect Drawing, 1, Music 1, Psychology 1, and Pedagogy 5; these may substituted for subjects marked thus.*

Special Course for Supervisors.

Because of the increasing demand for teachers in city schools who are capable of supervising the work of certain departments and in certain subjects this course is offered to a limited number of applicants. It consists in at least thirty-six weeks of work in the Training School, in addition to that required for the diploma, assisting the regular supervisors in substituting for teachers who need special help, taking care of rooms while the Supervisor is counseling with teachers, keeping the records, keeping the library, teaching classes for observation, criticising subject and lesson plans and making a special study of constructive criticism. The superintendent of the Training School and the head of the department in which the student is specializing are the patrons for this course.

Suggested professional courses to co-ordinate with the special teaching:

Psychology, courses 3 and 5.

Pedagogy, courses 8 and 9.

Suitable Teachers' courses.

Teachers completing an approved course will have their diploma endorsed "Special Supervisors' Course."

Teachers' College, Columbia University, gives full credit for all work done in this course.

DEPARTMENTS OF TECHNICAL SUBJECTS.

In the General Course a total of not more than *one unit* may be elected in the Junior and Senior years, from the following departments:

Commerce.

All courses except 1, 2 and 3 may be taken as Junior and Senior Electives.

1. PENMANSHIP.

This study is one of the most important in the commercial curriculum and, therefore, careful attention is devoted to it. The method of instruction is such that improvement in actual writing is made from the very beginning. No time is lost in unnecessary movement drills, as such, but from the first a correlation of movement with form is effected. The instruction is based upon sound psychological and pedagogical principles with an aim of securing concrete results. Plain, legible business writing is the chief aim. Work in theory and methods is given during the last quarter and is intended for teachers.

1a. *First Quarter.*—Proper position of the body, pen and paper; material used; systematic exercises developing both movement and form; letters and simple combinations; principles of writing.

1b. *Second Quarter.*—Continuation of work of the first quarter, special attention being given to form of letters; details closely studied.

1c. *Third Quarter.*—Careful work on a model letter containing very difficult combinations of letters; movement and form carefully observed; theory of letter-form studied in detail.

2. Typewriting.

The typewriter is becoming a more and more important factor in commercial work and the demand for skillful operators is ever increasing. Our work in this department is conducted scientifically and with a view of combining speed with accuracy. The "touch" method is carefully followed, and the instruction is such that produces the best results. The care and mechanism of the machine is studied, and, for those intending to teach, special work in methods and practice is given.

2a. *First Quarter.*—Position of body at the machine; mastery of keyboard; accuracy and uniformity of touch; fingering.

2b. *Second Quarter.*—Continuation of work of first quarter, paying special attention to accuracy and the development of speed; transcription of stenographic notes; mechanism of the machine; letter writing.

2c. *Third Quarter.*—Accuracy and speed writing; tabulating; carbon copying; mimeographing and the writing of special forms; mechanism of machine.

3. Bookkeeping.

This work in its various phases is logically and practically conducted. The work is introduced by a study of the theory of debits and credits and the simpler methods of recording business transactions. Later retail, wholesale, partnership, commission and corporation accounting are taken up. Banking and office practice are given great prominence.

3a. *First Quarter.*—Theory of debits and credits; principles of accounting and their application; journalizing;

posting, taking trial balances, balance sheets, closing the ledger; use of commercial papers; drill in rapid calculation and short cut methods.

3b. *Second Quarter.*—Sales-book, Invoice-book, and Cash-book introduced; statements of accounts; special columns in Cash-book.

3c. *Third Quarter.*—Wholesale and Corporation accounting; special ruling; loose leaf methods and short cuts; Banking and office practice.

4. Bookkeeping.

This course is open only to those who are specializing in the Department of Commerce. The work is more intensive than the work of Course 3. Two periods of work per day are required.

Opportunity for practice teaching is given in this course.

4a. *First Quarter.*—In addition to Course 3a, supplementary work in balance sheets, single entry methods, and reference reading is required.

4b. *Second Quarter.*—Includes Course 3b and wholesale and partnership accounting; References.

4c. *Third Quarter.*—Corporation accounting; manufacturing; Commission; Banking; References.

5. Stenography.

Our method of teaching shorthand is a combination of individual and class instruction with frequent blackboard illustrations resulting in a thorough mastery of the fundamental principles. The importance of this cannot be overestimated. The most effective and modern system is followed and every effort is made to give the student as extensive a knowledge of the subject as possible. A great amount of special work and drill in stenographer's office

practice, and for those intending to teach an opportunity for practice teaching is given.

5a. *First Quarter.*—Mastery of fundamental principles of stenography; work signs; phrasing; dictation exercises.

5b. *Second Quarter.*—Dictation from various phases of commercial work; close attention given to accuracy of outline, abbreviation and speed; principles carefully observed; phrasing.

6. Advanced Stenography.

Advanced dictation and speed; letter writing and postal information; office practice consisting of shipping, letter press and carbon copying, filing and indexing; stencil cutting and mimeographing; general review of stenographic principles.

7. Commercial English.

The object of this course is to give the student a knowledge of plain, usable English and how to apply it practically. Nothing can be of greater value than the ability to express ideas briefly, emphatically and courteously, and since this power can best be acquired by the actual doing of it, close attention is required. The work is introduced by a study of sentence structure, punctuation, capitalization and the proper use of words. Spelling is emphasized and made exceedingly practical since attention is paid to words actually used. Most of the time, however, is devoted to the application of English in the various phases of correspondence. Letters touching upon every situation in commercial and social life, placing particular stress upon the composition and elements of technique, are written and studied in detail. In connection with this work the important features of the Postal Rules and Regulations are observed. This course embodies the practical information that every individual needs and therefore is most valuable.

8. Commercial Arithmetic.

Commercial Arithmetic means Arithmetic applied to the conditions actually existing, and gives a knowledge of this practical application of the subject to problems that come up in life. In the beginning the fundamental principles are reviewed. The field covered includes, besides other minor elements, Fractions, Quantity, Price and Cost, Bills and Accounts, Practical Measurements, Percentage and its applications to Commercial Discounts, Gain and Loss, Commission, Interest, Present Worth and True Discount, Bank Discount, Partial Payments, Equations of Accounts, Stocks and Bonds, Insurance, Taxes, Custom-house Business, Exchange, Sharing, Ratio and Proportion, and Storage. The practical phase of the work is emphasized in order to give the student the ability to work out problems for himself. The business forms used are modern and the entire work is prepared with a view of making it highly educative.

9. Commercial Law.

This course is designed to give the student a knowledge of the fundamental rules that govern and underlie commercial transactions, thus enabling him to avoid legal complications and, in case of necessity, to know when to consult legal advice. The chief aim is to present in a clear and comprehensive manner the principles governing Contracts in general, Sale of Goods, Bailments, Insurance, Credits and Loans, Contracts of Guaranty, Negotiable Instruments, Agency, Partnership and Joint Stock Companies, and Real and Personal Property. Practical discussions are taken up in class.

10. Theory and Special Methods.

This is a teacher's course and deals with the pedagogical and professional phase of commercial work. Psychology and Principles of Teaching are presupposed since the principles involved in these subjects are applied to the technical branches. The fundamental theory underlying the

subjects of the curriculum is emphasized and shown by concrete illustrations. This work gives life to instruction. Special methods of instruction, problems and difficulties peculiar to the teaching of each subject, presentation of subject matter, content and arrangement of material, organization and administration are carefully discussed. The work is conducted by means of recitations, reference reading, lectures and written reports.

Specializing Course.

Students desiring to specialize in this department must meet the conditions stated on page — for the Specializing Course.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
Psychology, course 2	Pedagogy, course 7
Pedagogy, course 3	Teaching, two Quarters
Academic Electives, two Quarters	Teachers' course, one Quarter
Commerce, courses 1, 2, 4, 5, 7 and 8	Academic Electives, two Quarters
	Economics, 2, 3
	Commerce, courses 6, 9 and 12

Graduates of first class high schools must elect Psychology, Course 1, and Pedagogy, Course 5. These courses will be accepted as fulfilling the requirements for two Academic Electives, in such cases.

Dramatic Expression and Speech Arts.

MR. ABBOTT.

1. READING AND SPEAKING.

This course, covering the work of two Quarters, is intended to aid the student in the development of a clear, strong voice and its use in correct and elegant articulation; the expression of simple emotions, both in conversation and

in the oral interpretation of the printed page. It considers the rules that underlie all simple and oral expression and offers abundant examples for practice. It aids in developing and training the ability to get from the printed page, at a glance, what the author means and to convey it to the hearers *in the author's words*. It offers the best methods for the successful teaching of reading in the rural and public schols.

Texts: Southwick's Elocution and Action; Shoemaker's Elocution.

2. Advanced Reading.

This course is offered to those having completed Course 1, or to such as may prove their ability to carry it. The work will include the interpretation, through voice and gesture, of the more complex ideas and emotions, the presentation of characterizations, and will enable the student to read effectively, orally, the more difficult selections of literature.

In Courses 1 and 2 the needs of the teacher, as well as the student who wishes to perfect himself in oral and pantomimic expression, will be met.

Texts: Southwick's Elocution and Action, Principles or Oral Expression, Chamberlin and Clark.

3. Debate and Parliamentary Practice.

This special course is offered to all who desire to become more familiar with the practice of debate in its relation to public and private argumentation. A class in actual Parliamentary Practice will be conducted in which all students will be expected to take part. Briefs and outlines will be considered frequently and ample practice given in their preparation. Only students possessing a requisite amount of English will be admitted to these classes.

Texts: Outline of Parliamentary Law, Gregg; Argumentation, Perry; The Principles of Argumentation, Baker.

Course 3 is a Junior and Senior Elective and may be taken for credit toward advanced degrees.

Drawing.

MISS SHANNON, MISS HARWOOD.

1. Elementary Drawing.

A course for those who wish to teach the subject in the common schools.

1a. *First Quarter.*—Freehand drawing and water-color work from life and still life. The objects used during this quarter are based largely on the cylinder as a type.

1b. *Second Quarter.*—A continuation of pencil and water color work and the elementary principles of perspective and designs. Objects used during this Quarter:

1c. Time studies from plant form, still life, pose, color and pencil. Illustrative work, elementary perspective design.

2. Perspective and Color.

2a. Color notes from nature, color harmony, some applied design, free-hand sketching from objects in parallel and angular perspective.

2b. Continuation of 2a. Pencil and color studies of exteriors and interiors of buildings; still life objects.

3. Advanced Drawing.

A course for those who wish to prepare for special work in Drawing. 1a and 1b are required before students can enter this class.

3a. *First Quarter.*—Charcoal mass work from still life. Charcoal work with the addition of color, and pencil sketching.

3b. *Second Quarter.*—Pencil sketching and perspective. Color work.

3c. *Third Quarter.*—Advanced work in charcoal, pencil and color from life and still life.

4 METHODS.

This is a teachers' course for those who wish to become supervisors of drawing or who desire to teach the subject in the Training School. Course 1 or its equivalent required before students can enter this class.

The method of teaching drawing in rural, graded schools and high schools will be given, outlines made, lesson plans written, the use and care of materials and various drawing books discussed. Blackboard work is also required.

5. HISTORY OF ART.

Outside work required. Only Juniors and Seniors may take this work.

5a. *First Quarter.*—History of Painting. A study of the development of painting from earliest times to the present day, including study of the Masters and reproductions of their pictures.

5b. HISTORY OF ARCHITECTURE AND SCULPTURE.

6. SPECIAL PROBLEMS IN DRAWING.

For those specializing in Drawing, special problems in drawing will be given. This work will include work from casts, pose, still life, in charcoal, pencil and color. Two periods a day required for this work. Courses 1 and 2 required for entrance to this course.

7. DESIGN.

Units made from plant form. Study of textiles. Applied design. Outside work required.

Note:—Courses 3, 4, 5, 6, 7, may be used as Junior and Senior electives.

Supervisors' Course in Drawing.

Students desiring to specialize in this department must satisfy the conditions stated on page 46 for the Specializing Course.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
Psychology, course 2	Pedagogy, course 7
Pedagogy, course 3	Teaching, two Quarters
Teachers' course, one Quarter	Academic Electives, two Quarters
Academic Electives, two Quarters	Manual Training, course 8a
Manual Training, course 1	Drawing, courses 3, 4 and 6
Drawing, courses 1, 2 and 5	Electives, two Quarters
Electives, two Quarters	

Graduates of first-class high schools must elect Psychology, Course 1, and Pedagogy, Course 5.

Household Arts.

MISS RAVEN.

Courses 2, 3, 8 and 9 are Junior and Senior Electives.

1. FOOD PREPARATION.

This course, covering three Quarters, is made up of laboratory work in the preparation of food with special attention to its nutritive value and cost, serving of meals; and lectures on food and food manufacturing and adulterations.

2. FOOD PREPARATION.

One Quarter. This course consists of the study of Special Diets, Experimental and large quantity cookery.

Given in the Spring Quarter and in the Summer.

3. HOUSE SANITATION AND DECORATION.

One Quarter. This is a course of lectures and reports by the members of the class on house structure, sanitation, decoration, and the cost and care of the home and its furnishings.

Given in the Fall and Winter Quarters, and in the Summer.

4. Hand Sewing.

In this course, comprising the work of three Quarters, in addition to the exercises in sewing, the students become familiar with an outline for a course in sewing for the Grammar Grades.

Text: Mrs. Woolman's Sewing Course.

5. Machine Sewing.

Three Quarters. Drafting and making of garments. The principles of garment and dressmaking; taking accurate measurements and choice and economy of cutting of material and the making of simple garments are the points emphasized.

6. Embroidery.

Simple designs used for decorating of household articles and the garments made in Course 5. Should precede or be taken with Course 5.

7. Millinery.

Practical construction and artistic trimming of hats. *Given in the Fall Quarter and in the Summer.*

8. Textiles.

Study of fabrics, their beginnings in the arts and industries of primitive life. The development of spinning and weaving. Modern processes studied and economic values. Methods for correlation of this subject with others in the curriculum.

Given in the Spring Quarter only.

9. Methods in Household Arts.

This is a teachers' course intended for those students specializing in this department.

This course must precede or be taken at the same time with practice teaching in this department.

Given in the Winter Quarter and in the Summer.

10. Home Nursing and Emergencies.

This is intended to give simple instruction in emergencies and first aid, and in the simple procedures in the home care of the sick. It includes such topics as the treating of bleeding, fainting, convulsions, asphyxiation, and poisoning; caring for the sick when the professional services of a nurse are not required, caring for the aged and children, location of the sick room, and the preparation and serving of food for the sick.

Given in the Fall Quarter and in the Summer.

Note:—Courses 2, 3, 8, 9 are Junior and Senior electives.

Special Course.

This course, as outlined, is intended for those who desire to teach the Household Arts.

Students desiring to specialize in this department must satisfy the conditions stated on page 46 for the specializing course.

JUNIOR YEAR.	SENIOR YEAR.
Psychology, course 2	Pedagogy, course 7
Pedagogy, course 3	Teaching, two Quarters
Physiology, course 6	Drawing, course 1a, 1b
Agriculture, course 2a, 2b	Household Arts, courses 9, 5, 7, 2, 3
Chemistry, course 3	
Household Arts, courses 1, 4, 6, 8	

Students who have taken any of the courses in the above list of requirements, before entering the Junior Class, must elect Academic Courses in their stead to the extent of four Quarters of work. Should further elections be necessary to make up the full quantity of work for the Junior and Senior years, the electives willl be made with the advice of the director of this department.

Manual Training.

MR. AHRENS.

1. Manual Arts for Primary Grades.

This course deals with typical forms of construction suited to the needs and capacities of young children in the lower grades of the elementary graded or ungraded school. It aims to present to the specialist and regular grade teacher the possibilities and limitations of various processes and products in sundry materials in relation to other subjects of instruction. A special study is made of the manipulation of tools and materials in paper and cardboard construction, reed and raphia work, clay modeling, simple pottery, and hand loom weaving. The aesthetic possibilities in design and execution receives the attention its importance deserves.

2. Theory and Practice of Training the Manual Arts in Elementary Schools.

Lectures, required reading, observations, discussions and practical work.

The technical projects dealt with in this course are taught in Manual Arts for the Primary Grades, which shall be taken as a parallel course if possible.

The place of manual arts in elementary schools, materials and processes of construction suited to elemenary school practice; skill as an end to be sought; the relation of the manual arts to the other elementary school subjects; organization, administration and methods of teaching the manual arts; equipment needed for courses in the manual arts.

3. Elementary Shopwork.

The work involves the use of the simple woodworking tools, a mastery in their use and a knowledge of technical processes necessary for teaching woodwork in the elementary schools.

4. Advanced Shopwork.

This course (two quarters) includes a careful study of grain, quality and texture of the materials used in construction. Special attention is given to proper methods of laying out work. The technical processes and projects attempted are those usual in secondary schools. Originality in construction and design is encouraged.

Presupposes Course 3.

5. Advanced Cabinet Making. History and Design of Furniture.

Lectures, required reading, demonstration and practical work.

This course (two quarters) deals with the design and construction of simple furniture along practical structural and artistic lines. Considerable attention is given methods of finishing and means of decoration.

Presupposes Course 4.

6. Elementary Wood Turning.

Demonstrations and practical work.

This course aims to give a thorough drill in the fundamental operations of wood turning.

7. Teaching of Advanced Wood Turning.

Lectures, required readings, demonstrations and practical work. Two quarters.

This course is intended for teachers. It aims to give projects which embody the best technique and the fundamental operations of turning between centers, face plate work, chuck turning, turning in halves, and polishing in oil and shellac. A study is made also of speeds suitable for turning various diameters; various woods best suited to turning; planning of courses; study of equipment; methods of teaching.

Presupposes Course 6.

8. Mechanical Drawing.

This course (three quarters) is planned to give a thor-

ough grounding in the fundamentals of the subject. Considerable attention is given the care and use of the drawing tools. Dimensions, projections, intersections, development of surfaces, isometric and perspective drawing, machine details, tracing and blue prints, with emphasis upon the relation of the draughting room to the shop.

9. Metal Working.

A course (two quarters) suited to the needs of Intermediate, Grammar and High School grades in ribbon wire, sheet copper and brass. The course illustrates bending and joining ribbon wire, and hammering and pounding on the stake, over forms, sawing and filing, riveting, coloring and polishing the copper and brass in various grades of thickness.

10. Pottery.

A course (two quarters) in pottery, involving the fundamental principles of modeling, casting and wheel work. Preparation of clay for all practical school purposes. Decoration. The placing and firing of the kiln and the use of easily applied glazes.

11. The Manual Arts in Education.

Required readings, discussions, reports and letters.

The place of the arts in elementary and secondary education; the vocational school; the trade school; industrial schools in Europe and America; recent tendencies at home and abroad; various state laws relating to industrial and trade schools; the psychological and sociological aspect of the arts; education for culture; education for service; educational values, aims and methods.

12. Administration and Economics of Manual Training.

Lectures, prescribed readings and conferences.

This course will include: Cost of equipment and cost of maintenance of courses in elementary and secondary schools; organization of courses of study; methods of pre-

sentation of subject matter; methods of supervision and administration; the grade teacher; the specialist; relation of manual courses to other school courses; consideration of local needs.

Presupposes one or more shop courses.

13. Art in Relation to Industrial, Trade and Technical Education.

Lectures, conferences, investigation and practical work.

Art as expression; art in relation to industry and to life; the principles of art; art criticism; applied design; special problems in paper, cardboard, wood, metal, textiles and pottery; form and color; strength of material; outlines of courses in elementary, secondary, trade and technical schools; art in relation to other subject of instruction.

Presupposes one or more courses in art and manual training.

Note:—Courses, 1, 3, 4, 6, 8, 9, 10, are open to Freshmen and Sophomores. Courses 2, 5, 7, 11, 12 and 13 may be taken as Junior and Senior elective.

Directors' Course in Manual Training.

Students desiring to specialize in the Manual Training Department must satisfy the conditions stated on page 54 for the specializing courses and have completed three quarters' work elected from Courses 1, 3, 4, 6, 8, 9 and 10.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
Psychology, course 2	Pedagogy, course 7
Pedagogy, course 3	Teaching, two Quarters
Academic Electives, two Quarters	Teachers' course, one Quarter
Teachers' course, one Quarter	Academic Electives, two Quarters
Manual Training, courses 2, 5, 11, and six quarters of work elected from courses 1, 3, 4, 6, 8, 9, 10, which have not been taken previously by the candidate.	Manual Training, courses 7, 12, 13 and 9 or 10

Music.

MR. SOLOMON, MISS FINK, MISS HAWKINS, MR. SEE.

1. Elementary Music.

This is an introductory course, and covers the work of three quarters. Text, Elenor Smith Music Course.

1a. *First Quarter.*—This class is for students who have never studied music. The work in this quarter consists of rote songs, ear training, rythm, interval work, note singing, chord formation, written work, theory, major scales and two part work.

1b. *Second Quarter.*—The work in this course is a continuation of the work of Course 1. Rote songs, ear training, new problems in rythm, more difficult interval work, isght and chord formation, major and minor scales, written work, dictation, theory, two or three part singing and transposition of simple melodies.

1c. *Third Quarter.*—The work of this course includes the singing of more artistic songs, advanced sight singing, theory, terminolgy and technical work, elements of chord formation, minor and chromatic scales, and musical history. The class will be given a general outline of a course in music for the eight grades.

2. Sight Reading.

Three quarters of advanced sight reading will be provided, as required.

3. Methods in Music.

This course presents a general outline for the first four grades, with the psychological principles involved. Outside preparation is required.

The work includes the value and power of song in child life, rote songs to create interest, rote songs as a foundation and preparation for sight singing, game songs and their value in child life, motion songs (ear training, devices for

developing the sense of rhythm and a good quality of tone; children singing out of tune, its cause and cure; treatment of monotones, sight reading, theory and devices for presenting written work.

This is a teachers' course. Prerequisites: Psychology, Course 2, and Pedagogy, Course 3. Text: Farnsworth, Education Through Music.

4. Harmony.

The work of this course is given in five quarters. Texts: Stainer, Harmony; Jadassohsn, Elementary Principles of Harmony.

4a. *First Quarter.*—A complete exposition of the formation of scales, keys, signatures; classification and measurement of intervals; foundation of the harmonic system, chord foundation and successions; inversion of triads; harmonization of basis and perceptive faculties.

4b. *Second Quarter.*—Chord combination and harmonizations, continued in the major and minor modes; simple modulation; construction of chords of the seventh, their melodic and harmonic tendencies in resolution; application of material and exercises; further development of the perceptive faculties.

4c. *Third Quarter.*—More exhaustive treatise of seventh chord, their inversions and resolutions; the augmented and diminished trials; formation, resolution and succession of secondary chords of the seventh; cadences, closing formulae, harmonization of melodies and figured basis; ear training.

5. Advanced Harmony.

5a. *First Quarter.*—Construction, resolutions and inversions of the chord of the ninth; diminished seventh; augmented sixth; altered and foreign chords; extraneous modulation; application of material in exercises; harmonic analysis; variety of structure; introduction and resolution of

the suspension in all voices; anticipation, retardations; harmonization of chorals; more developed modulation; original work; analysis; unessential notes; sustained tones; organ point; essential and unessential dissonances; harmonic and melodic analysis; homophonic forms. The works of the great composers will be studied with a view of tracing the material presented. Text: Jadassohsn, Elementary Principles of Harmony.

5b. *Second Quarter.*—Strict counterpoint, after harmony. Designed to cultivate and stimulate musical ideas, develop melodic facility in writing and to illustrate the growth of musical composition. The five species of simple counterpoint will be studied, based upon the works of Cherubini. Bridges and York.

Text: Bridges and York, Counterpoint.

6. History of Music.

Some knowledge of the origin and development of Music as an art is practically indispensable to one wishing to gain true musical understanding and appreciation. The subject is studied with the idea of ascertaining events and their effect on the development of Music, rather than merely a study of names and dates. The work is divided into three terms.

Text: History of Music, W. S. Pratt.

6a. *First Quarter.* — Music of the ancient world, among the Egyptians, Hebrews and Greeks; music of the Eastern races; the causes of the transformation; the minstrels of the North; the Troubadors, influence of the Christian church; old French; Gallo-Belgic and the Netherlands schools; polyphonic school of Italy; musical notation and instruments.

6b. *Second Quarter.*—Music at the beginning of the seventeenth century; early Italian, French and German opera; dramatic song and oratorio; instrumental music;

eighteenth century masters and the opera; virtuosi of the time.

6c. *Third Quarter.*—Nineteenth century; the romantic epoch and its makers; German, Italian and French opera and composers; virtuosity of the century; later composers and performers of the present time.

7. Singing.

Correct breathing, correct position in singing and chest development is the foundation of voice building.

Orchestra and Band.

An Orchestra and Band is maintained to meet the requirements of the school life, and for the study and playing of classic and modern compositions. Those who wish may receive instruction on orchestral or band instruments.

The method used is the correct plasing of the voice so the pupil can produce with ease and firmness and an even quality all tones. Quality, clearness and beauty of tone are the chief ends taught in our vocal study. With the pure tone the tenderest as well as the most heroic sentiment can be expressed. This will include the study and interpretation of songs and ballads chosen from the world's best literature. Text: Sieber and Marchesi; Behnke and Pearce.

8. Instrumental and Musical Form.

This course is given especially for those who wish to prepare themselves to teach music and to assist those who would like to start an orchestra, mandolin-guitar club or band.

A study will be made of the stringed orchestra, full orchestra, how the orchestra is directed, etc. Lectures will be given on balance of tone, contrast, orchestral coloring, etc. Texts: Pauer, Musical Form; E. Prout, Primer of Instrumentation.

Voice and Piano.

An excellent opportunity is given to those desiring to take private lessons in voice and piano.

Violin

The student interested in the Violin will have an opportunity to study that instrument under efficient direction. Good tone production and clear intonation and artistic studies will be given to meet the needs of the individual. As the pupil advances, sonatas and concertos by classic and modern masters will be studied and the student coached to ensemble with piano. Pupils of sufficient ability will be admitted to the Normal Orchestra, where they will receive experience in routine, itself a valuable part of their training.

NOTE.—Courses 3, 4, 5 and 8 may be used as Junior and Senior Electives.

Supervisors' Course in Public School Music.

Students desiring to specialize in the Department must satisfy the conditions stated on page 46 for the specializing course, and have completed Music Course 1.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
Psychology, course 2	Pedagogy, course 7
Pedagogy, course 3	Teaching, two Quarters
Academic Electives, two Quarters	Teachers' course, one Quarter
Physics, course 1	Academic Electives, two Quarters
Music, courses 4, 6a, 6b, 3, 7a, 7b	Music, courses 5, 6c, 8, 7c, 7d

Graduates of first-class high schools must elect Psychology, Course 1, and Pedagogy, Course 5. These courses will be accepted as fulfilling the requirement for two quarters of Academic Electives in such cases.

Physical Education.

MR. WINTERS, MISS BAUSHKE.

The aims of this Department are to enable the students of the school "to live at their best," to aid them in the formation of habits of hygienic living, and to qualify them with the necessary knowledge of how to make the schoolroom a place of normal and symmetrical growth, rather than a means of breeding disease and destroying vitality. It is urgent that every teacher should have a keen and intelligent appreciation of the means necessary to preserve the health and foster the growth of those entrusted by the State to his care.

The gymnasium, one of the best in the Middle West, contains a men's gymnasium, equipped with the best apparatus. The floor space is 75 x 100 with a 20-foot ceiling. The gallery contains a cork running track 18 laps to the mile. The women's exercise room, 46x64, 12-foot ceiling, is on the second floor. It is well supplied with apparatus. The first floor has two separate divisions, one for men, the other for women. They contain bathrooms, lockers and bowling alley. Every student is urged to take work in Physical Training.

Men's Department.

A physical examination, if desired, is given each student before entering any term or enrolling in any class. The measurements taken and tests given have each a definite purpose indicative of the muscular condition of the individual. A diagnosis is also made of the vital organs to ascertain the functional condition of those organs, and a complete inspection of the whole body is made to detect any weakness or deformity that may exist. Based upon the information thus obtained, advice is given and suitable exer-

cise prescribed. Each student may secure a copy of his measurements and an anthropometric chart showing in a graphic form his development as compared with that of the average or typical man.

Gymnastics.

During the winter quarter the work is in indoors, and consists of light and heavy gymnastics, which are selected with a view to progression and suitability to pupils of grammar and high school grades.

Outline of courses for men:

TACTICS.

A modified form of the military and of the German system is used both for convenience in handling classes and for disciplinary value.

FREE CALISTHENICS.

Exercises are selected for their different effects upon the bodily organism and are arranged in order of increasing difficulty. They involve hygienic or body-building work, educative movements and corrective or remedial exercises. Both the Swedish and German systems are used.

LIGHT APPARATUS.

Such as Indian clubs, dumb bells, wands, bar bells, etc.

HEAVY APPARATUS.

Graded exercises are given on parallel bars, vaulting bars, bounce board and mat, side and long horses, high and low horizontal bars, traveling and flying rings, etc.

INDOOR ATHLETICS.

Instruction will be given in all indoor track events preparatory for indoor track meets. Preliminary practice is begun for outdoor work.

GAMES.

Including basket ball, indoor baseball, bowling, also other games of more recreative nature.

Athletics.

In the fall and spring quarters the courses in the gymnasium are supplemented by instruction in outdoor athletics. Individuals are assigned to the kind of work best suited for them. Attendance is compulsory and the regular credit for Physical Training is given.

In the fall the following sports are offered:

Football, track and field events, lawn tennis, and outdoor basket ball.

In the spring are offered:

Base ball, track and field work, lawn tennis, etc.

Cross country running is encouraged throughout the year. Natural exercise in the open air takes precedence of all other forms of exercise.

Three days per week will be regarded as full time for physical work. Regulation uniforms to all "Varsity" first teams in football, basket ball and baseball. All members of these various teams, except football, must furnish their own shoes.

Days unfit for outdoor work will be given to discussion of rules and conferences on the organization and management of sport.

Women's Department.

Systematic work will be given for the physical development of students during the course, and to prepare them for teaching physical training to their pupils.

The main objects of the training for women are the

acquiring and maintaining of good health, and the producing of a good physical foundation for mental activity. The work is adapted to the development of girls, and such exercises as are promotive of health, grace and self-control are sought for rather than heavy gymnastics.

Students are required to have a physical examination which is sufficiently thorough to give a definite knowledge of weaknesses, defects or special needs; and based upon such examinations are the exercises prescribed during that part of the course intended to improve the physical condition and to prepare for the heavier work.

1. Calisthenics.

Military marching, figure marching, fancy steps, bounding balls, aesthetic movements, relaxing exercises and grace hoops.

2. Light Gymnastics.

Short wands, long wands, bar bells, Indian clubs, dumbbells, free exercises, hand rings, flying rings and chest weights.

3. Swedish Gymnastics.

Free movements, bar-stalls, vertical and horizontal ladders, balance beams and school desk exercises.

4. Games.

Basket ball, lawn tennis, hand ball, three deep, center ball, double tag, dodge ball, medicine ball and volley ball. An effort is made to familiarize the student with a varied list of games and plays suitable for indoor and outdoor use, both for their own development on the play side and for use in teaching.

5. Athletics.

Lawn tennis and field hockey are introduced during the fall and spring terms. Basket ball, baseball, volley ball, indoor and out, are introduced during the fall, winter and spring terms, and are especially desirable for those who

expect to be hight school teachers. Field meets are held each spring for girls interested in track work.

6. Theory for Primaries.

This work is given through lectures and discussions. The chief aims are to give the students an intelligent knowledge of the physical needs of school children, the object of physical work for them, and the method of accomplishing it.

Topics considered are as follows:

A. *Formal Gymnastics.*—(a) Tactics, purpose in the day's lesson, theory of different evolutions, method of teaching. (b) Free work (educational, hygienic, corrective). Educational free work, the ways and means of educating the body to obey the commands of the will.

Hygienic work, the effects of exercise on circulation, respiration and digestion.

Corrective work, the necessity of, for the common deformities found among school children.

B. *Informal Gymnastics, or Play.*—Under this head is considered the means of teaching Gymnastics in first and second grades, at least, in an informal way, through games.

7. Practice Teaching.

In order that all students may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

Theory of Physical Education.

Physical education may be regarded as the regulated and systematic practice of muscular exercise of such a nature and under such conditions as best contribute to the well being of the individual. But the term comprehends much more than this, and must be regarded as including an intelligent knowledge of the necessity of physical training, the effect of different exercises upon the physical organism,

the kind and variety of exercises necessary to attain a perfect relation of the muscles to the functions of organic life, and to the activity of the brain.

All students are required to take physical training three hours a week, during half as many quarters as they are enrolled and in attendance. This work must be begun not later than the second quarter of attendance. Candidates for the Regents' Certificate must present not less than *two quarters of physical training.* and candidates for the Diploma not less than *three quarters.*

Students having completed three quarters of physicalm training in this school shall receive credit for one quarter of the required technical subjects of Sophomore or Freshman years, or one-sixth of a unit, as a Junior or Senior elective.

Members of school teams reporting regularly will receive the same credit as students in regular gymnasium classes, but at least one-third of the work of such students must be in regular floor classes.

After completing the required work in physical training, further work is elective the same as any other technical subject. Three days per week is considered full time and is the most for which credit is given.

The theoretical subjects offered by this department are electives. No theory will be offered except in the summer quarter, but the conferences given by the teachers in this department will be along lines which will be helpful to those interested in physical training, and to all teachers. Special topics, viz., School Hygiene, Personal Hygiene, First Aid, etc. Students must have had one term in Physiology as a prerequisite to the advanced courses in Theory.

Gymnasium Uniforms.

Regulation uniforms are required of all classes in Physical Training. Students are advised not to procure these uniforms until after their arrival at the school.

Regulation uniforms for girls must be a dark blue suit. For the young men the regular white running suit.

In the foregoing pages the endeavor has been made to give as clear a statement as possible concerning the work of the Normal School. In case some essential information has been omitted, or if further information of any sort is desired, address

W. J. HAWKINS, President,
Warrensburg, Mo.

STUDENTS ENROLLED IN SUMMER TERM, 1911.

Name.	County.
Abbott, Olive	Miller
Acheson, Mary	Johnson
Adams, Ina	Jackson
Adams, Pearl	Johnson
Albin, Harry A.	Johnson
Adler, C. E.	Ray
Alexander, Georgia	Henry
Allen, Chas. F.	Carroll
Allen, Mayme	Henry
Allison, Emery	Maries
Allison, Rachel	Platte
Allison, W. N.	Maries
Alms, Bessie	Bates
Alsup, F. E.	Webster
Ames, Anna	(Kansas)
Anderson, Eldred	Johnson
Anderson, Ella	Buchanan
Anderson,. Hattie M.	Carroll
Anderson, Plumer	Johnson
Anderson, Ruth	Johnson
Angle, Garnett	Pike
Appleman, Lizzie	Jasper
Arbuckle, Myrtle	Howard
Archibald, L. C.	Carroll
Arensmeier, Lillian	LaFayette
Arnote, Grace	Caldwell
Asbury, Alma	Boone
Atcheson, Del E.	Johnson
Atkeson, Lora	Moniteau
Ayler, Bert	Johnson
Ayers, Iva	Bates
Baber, John	Ray
Bachtel, Lona	Chariton
Bagnell, Edna	Gentry
Baker, E. T.	Stone
Baker, Ferne Hazel	Pettis
Bailey, Vivian	Johnson
Baldwin, Ed.	Jasper
Ball, Pearl	St. Charles
Ballfinch, Loy	Bates
Barber, Ora	Henry
Barkley, Cora	Johnson
Barkley, Elizabeth	Johnson
Barnard, Hallie	Clay
Barnes, Edverda	Cooper
Barnett, Blanche	Jasper
Barnett, Mattie Lee	Johnson
Barnum, Susan B.	Saline

Bartley, G. A. .....Jasper
Bastian, W. D. .....La Fayette
Bates, Alice .....Henry
Baxter, Margaret .....Johnson
Beery, Minnie .....Jackson
Bell, Bertha .....Lincoln
Bell, Jessie .....Fayette
Bell, Ona .....Johnson
Bell, R. E. .....Henry
Bennett, Perley .....(Oklahoma)
Bernard, Ethel .....Pettis
Benton, Walter .....Johnson
Bernesser, Minnie .....St. Clair
Bowen, Alice .....Johnson
Berry, Eleanor .....Pettis
Bewley, Jeanette A. .....Morgan
Bewley, Mamie .....Morgan
Bickel, Carrie Belle .....Atchison
Bickel, May .....Atchison
Bishop, Neddie .....Camden
Bivens, Flora .....Johnson
Black, Barbara .....Jackson
Black, Edith .....Bates
Blackman, Gertrude .....Benton
Blevens, Minnie .....Vernon
Blevens, Pearl .....(Wyoming)
Blythe, Maude .....Boone
Bartlett, Nell .....Johnson
Board, C. N. .....Bates
Bockelman, John .....Pettis
Boley, Lena R. .....Jackson
Bonnell Josephine .....Platte
Boothe, Blanche .....Johnson
Boothe, Ethel A. .....Johnson
Borne, Frances .....Morgan
Borthick, Ollie .....Johnson
Born, Pauline .....Moniteau
Boston, R. H. .....Johnson
Bowen, Alice 44Johnson
Bowen, Wm. L. .....Johnson
Bowen, May .....Johnson
Bower, W. F. .....Moniteau
Bowers, Clara M. .....Pettis
Bowers, Helen A. .....Pettis
Bowles, Edna .....Pettis
Bowlin, Lou .....Cass
Bowlin, Z. May .....Cass
Bowman, Katie .....Cooper
Boyd, Tracy .....Jasper
Bozarth, R. E. .....Johnson
Brackney, Alberta .....Johnson
Brady, Belle .....Johnson
Branson, Sallie .....Maries
Bramel, Pearle .....Johnson
Bradley, Oral .....Henry

Bratton, Myrtle .....Johnson
Briscoe, A. O. .....Bates
Briscoe, Mary .....Johnson
Brock, Eugene A. .....Johnson
Broe, Elsie .....Cooper
Brosnahan, Paul .....Johnson
Brosnahan, Rose .....Johnson
Brown, Adelene .....Ray
Brown, Barker .....Johnson
Brown, Bessie Lee .....Jackson
Brown, Betty .....Buchanan
Brown, B. J. .....Vernon
Brown, Effie .....Jackson
Brown, Fred C. .....Camden
Brown, Lillian .....Jasper
Brown, Myrtle .....Henry
Brown, Nell .....Jackson
Bryson, G. W. .....Johnson
Breeze, Mary .....Jackson
Brunner, Beulah .....Johnson
Bryson, Zella .....Henry
Buchanan, Geraldine .....Moniteau
Buckles, P. G. .....Bates
Buford, Nettie Lee .....Scotland
Bullock, Lillian .....Platte
Burgi, Luetta .....Moniteau
Burgert, Alice .....Johnson
Burke, Genevieve .....Moniteau
Burks, Gussie .....Johnson
Burks, Lulu M. .....Johnson
Burnett, Flora .....Clay
Burnette, Wilsie .....Clay
Burns, Anna .....Johnson
Burns, Mary .....Johnson
Burruss, Lucy .....Carroll
Burns, Blanche .....Bates
Burns, Ethel .....Bates
Bush, Alva .....Johnson
Callaway, Carrie .....LaFayette
Campbell, Anna .....Johnson
Callison, Lynne .....Henry
Campbell, Frances .....
Cannon, Atlanta .....Platte
Cargyle, Bessie .....Johnson
Carpenter, Allee .....Miller
Carney, Margaret .....St. Louis
Carpenter, Lura .....Johnson
Carroll, Kitty .....Caldwell
Carter, Chas. E. .....DeKalb
Carter, Eula .....Johnson
Cary, Jessie P. .....(Texas)
Casey, Effie .....Jasper
Catlin, Hubert .....Johnson
Catlin, Ruby .....Johnson
Cecil, Alda .....Johnson

Cecil, Gretelle .....Johnson
Chalfant, Ona B. .....Johnson
Chamberlin, Clara .....Cooper
Chamberlin, W. C. .....Bates
Chambers, Ida .....ohnson
Chancellor, Josie .....Howard
Chatburn, Mary .....Jackson
Chatham, C. R. .....Benton
Chester, Ruth .....Johnson
Choate, Grace .....Johnscon
Christie, Minnie A. .....Bates
Church, Catherine .....Jackson
Clark, Arthur .....Johnson
Clark, Edna M. .....Johnson
Clark, Elvira .....Jackson
Clark, Lilly .....Morgan
Clark, Mary L. .....Ray
Claybane, Fannie .....Laclede
Clayton, Ethlyn .....Howard
Clemens, Anna .....Carroll
Cleveland, Ethel .....Callaway
Clinton, Mary .....Johnson
Clinton, Zelma .....Johnson
Cline, Arthur .....Johnson
Clouser, Lucy W. .....Clinton
Cochran, Iva .....Johnson
Cochran, Lula .....(Oklahoma)
Coe, W. P. .....Cooper
Coffey, Mary .....Johnson
Coffman, Sudie .....Cooper
Coggins, Mrs. Carrie .....LaFayette
Cole, Cleora .....Johnson
Cole, Lena R. .....Johnson
Coleman, Ethel N. .....Johnson
Coleman, Ellis .....Saline
Coleman, Irene .....Johnson
Coleman, Margaret .....St. Louis
Collier, Anga .....Platte
Collier, J. A. .....Platte
Collins, Amy .....Clinton
Collins, Earl .....Daviess
Collins, Mrs. Ella .....Clay
Collins, Grace .....Pettis
Colline, Nellie .....Henry
Conrad, Iva .....Bates
Conrad, Luella .....Bates
Condict, Mary E. .....Barton
Conn, C. G. .....Cass
Connely, Besse .....Johnson
Connely, Lyle .....Johnson
Connor, E. M. .....Barton
Conrad, Nell .....Lawrence
Cook, Lucile .....Johnson
Cook, Maude .....Johnson
Cooney, Bernardine .....St. Louis

Coonrad, H. F. ..... Henry
Coonrod, W. L. ..... Bates
Cooper, Pauline ..... Jackson
Cooper, Orpha ..... Gasconade
Coppage, C. C. ..... Johnson
Coppage, G. C. ..... Johnson
Cordrey, Everett ..... Osage
Cordrey, Leona L. ..... Osage
Corder, Edna ..... LaFayette
Cordrey, Naomi ..... Osage
Coupland, Gracia ..... Johnson
Cox, Bertha ..... Cass
Cox, Ethel ..... Saline
Cox, Glenn ..... Cass
Cox, Grace M. ..... Caldwell
Coyle, Nellie .....
Coyle, Susie ..... Johnson
Craig, Beulah ..... DeKalb
Craig, Gladys ..... Johnson
Craig, Eladys .....
Craig, Mary E. ..... Pettis
Cramer, Floyd ..... Morgan
Cramer, Roscoe ..... Osage
Creagan, Isabel ..... Pettis
Crecelius, Amelia M. ..... St. Louis
Crenshaw, Kate ..... DeKalb
Crenshaw, Vilia ..... Lincoln
Crews, Rhoda ..... Howard
Crockett, Carrie ..... Mercer
Crockett, Lena ..... Andrew
Crosswhite, Chas. ..... Bates
Crouch, Alice A. ..... Clay
Crouch, J. Paul ..... LaFayette
Crum, Agnes ..... Maries
Crutchfield, Corine ..... Johnson
Crutchfield, Flora ..... Johnson
Culp, D. V. ..... Gentry
Culp, Elizabeth ..... Johnson
Curnutt, Lora Bee ..... Johnson
Current, Elizabeth ..... Johnson
Dalhouse, Geal ..... Johnson
Darby, Margaret ..... Carroll
Davenport, John ..... Johnson
Davidson, Thorald ..... Bates
Davis, Ethel ..... Jackson
Davis, Ethel E. ..... Johnson
Davis, Eva M. ..... Henry
Davis, Lalla B. ..... Buchanan
Davis, Mary Etta ..... Buchanan
Davis, Yula ..... Johnson
Davison, Frances ..... LaFayette
Deal, Troy ..... Johnson
Dean, Jewel ..... LaFayette
Decker, Lottie ..... Morgan
De Laney, Alva ..... Shelby

Demand, Dana .....Johnson
Denham, Gertrude .....Cass
Demint, Willia May .....Carroll
Denneny, Katie .....Howard
Dickerson, Belle .....Carroll
Dickson, Harriet .....Johnson
Dickson, J. T. .....Johnson
Dixon, Hattie .....(Ill.)
Dixon, Bess .....Johnson
Donaldson, Edna L. .....Jackson
Donaldson, Mabel .....Pettis
Donaldson, Eunice .....Pettis
Donnelly, Kathleen .....Johnson
Donnohue, Myrtle Vest .....Pettis
Donohew, Nellie Hall .....Jackson
Donohew, Nettie .....Jackson
Doolin, Georgia .....Johnson
Douglas, Hattie .....Franklin
Douglas, Hazel .....Clay
Douglas, Harry L. .....Johnson
Douglass, Mary .....Johnson
Douglas, Nannie .....Clay
Dove, Mrs. Augusta .....(Ark.)
Dowd, Nellie .....Cole
Draffen, Lizzie .....Morgan
Ducoign, Myrtle .....Johnson
Duncan, Finis .....Howard
Eagan, Beulah .....Lafayette
Earsom, C. A. .....Bates
Easley, Ola .....(Okla.)
Eberhard, Harrison .....Cass
Eberts, Berwin .....Johnson
Ecton, Wiley .....Clay
Edmonson, Vera .....Johnson
Ehrichs, Georgia .....Jefferson
Eisenbath, Salome .....St. Charles
Ehrnman, Arthur .....Johnson
Elliott, J. H. .....Moniteau
Elliott, J. I. .....Johnson
Elliott, Lulu .....Johnson
Elliott, May .....Johnson
Elliott, Powell .....Morgan
Elser, Ella .....St. Francois
Endicott, Grayce .....Clay
England, Mary .....Henry
England, Myrtle .....eBnton
Evans, Judith .....Saline
Estes, Myrtle .....Buchanan
Ewell, Gladys .....Carroll
Fairchild, Ella .....Johnson
Farley, Belmont .....Johnson
Faller, Alice .....Chariton
Farmer, Lula .....Morgan
Falkenberry, Bess .....Jackson
Faulkner, Eva M. .....Johnson

Faulkner, Everett ..... Johnson
Faulkner, Fannie ..... Henry
Faulkner, Lyda ..... Platte
Faulkner, Lucile ..... Johnson
Faulkner, Russell C. ..... Johnson
Feaster, Myloh ..... Benton
Fergus, Ruth ..... Johnson
Fewell, Ethel ..... Henry
Fickas, Pearl ..... Johnson
Fickas, Pearle ..... Johnson
Fielden, Dora ..... Texas
Fielden, Lucie ..... Texas
Files, Hattie B. ..... Andrew
Files, Hattie Mae ..... Johnson
Fischer, Matilda ..... Cole
Fish, Lula Belle ..... Johnson
Fishback, Hallie ..... Johnson
Fisher, Mary ..... Johnson
Fisher, Adelia ..... Johnson
Fisher, Bessie ..... Johnson
Fisher, Lois ..... Jackson
Flenniken, Laura ..... Livingston
Forcade, Ermilie ..... Nodaway
Ford, Aurora ..... Johnson
Fortney, Kate ..... Johnson
Foust, Grace ..... Cass
Foutch, Mary ..... Atchison
Fowler, Whittley ..... Cole
Fox, Amy L. ..... Andrew
Frank, Katie ..... Bates
Franklin, May ..... Johnson
Fredericks, Arnold ..... Morgan
Frielberger, Chas. ..... Franklin
Fuhr, Laura ..... St. Charles
Fulcher, Gertrude ..... (Kansas)
Fulkerson, Emma ..... St. Charles
Furber, Gladys ..... Audrain
Galle, Anna ..... Ray
Gallaway, Grace ..... Bates
Granett, Grace ..... Cole
Garrett, Olive ..... Ray
Gastineau, Charles ..... (Kansas)
Gault, Hattie ..... Bates
Gentry, Chas. B. ..... Johnson
Gibler, Ethel ..... Johnson
Gilbert, Ruth ..... Johnson
George, Willie ..... Saline
Gex, Rena ..... Cass
Gillespie, Iva W. ..... LaFayette
Gillum, Alpha ..... Johnson
Glenn, Florence ..... Jasper
Glenn, Sherwood ..... Cole
Glover, O. S. ..... Johnson
Gloyd, Grace ..... Cass
Godwin, Annie ..... Henry

Godwin, Kate ..... Henry
Goellner, Lillian ..... St. Charles
Goetschel, Clara ..... Cole
Golay, Mattie ..... Johnson
Good, Ida ..... Jackson
Goode, Madge ..... Cooper
Goode, Vivian Ray ..... Franklin
Goodwin, Amy ..... Maries
Goodwin, Grace ..... Howard
Gorrell, Alphonso ..... St. Clair
Gossett, Bula ..... Henry
Gowin, Grace ..... Johnson
Grace, Tirza ..... Jasper
Graffius, Rosa ..... (Oklahoma)
Gray, James ..... Miller
Green, Gladys A. ..... St. Charles
Green, Geo. K. ..... Bates
Greene, Katherine ..... LaFayette
Gregory, Lizzie A. ..... Pettis
Griffey, Grace ..... Ray
Griffin, Amy ..... Cole
Grimes, Mabel ..... Cass
Grinstead, L. H. ..... Johnson
Grinstead, Ruth ..... Johnson
Grossheider, Dena ..... Henry
Gundrum, Vera H. ..... Cass
Gungoll, Esther ..... Cole
Gungoll, Martha ..... Cole
Gunther, Anna ..... Jasper
Gustin, Margaret ..... Buchanan
Guthrie, Mary ..... Pettis
Hadley, Victor ..... Buchanan
Guthrie, Mary ..... Pettis
Hadley, Victor ..... Buchanan
Hagerty, Marie ..... LaFayette
Hainline, Beulah ..... Cedar
Halcomb, Cleo ..... Vernon
Hall, Alta L. ..... Grundy
Hall, Ruth ..... Holt
Hamilton, Beulah ..... Cass
Hamilton, Kitty ..... Jackson
Hamilton, Mabel ..... Johnson
Hamilton, O. E. ..... Barry
Hammond, Ella ..... Platte
Hampton, Myrtis ..... Chariton
Hancock, Garland ..... St. Louis
Handy, Pauline ..... Johnson
Hanks, Ollie ..... DeKalb
Hanna, Joseph ..... Bates
Harnish, Cora L. ..... Johnson
Harris, Myrtle ..... Miller
Harris, Ida R. ..... Pettis
Harrison, E. L. ..... Henry
Harrison, D. T. ..... Ray
Harsell, Estelle ..... Clay

Harwood, C. G. ..... LaFayette
Harwood, Leta ..... Cass
Haslett, Nell ..... Jasper
Hastin, Mrs. Ethel ..... Cedar
Hatfield, Oleta ..... Johnson
Hathhorn, Ray S. ..... Cole
Hawman, Grace ..... DeKalb
Hayden, Ona ..... Hickory
Hawman, Ida ..... DeKalb
Hayden, Francis ..... St. Charles
Hayse, Emma ..... St. Charles
Hays, Fannie ..... Henry
Headington, Grace ..... Cass
Heats, Hazel ..... St. Louis
Heldman, Stella ..... Cole
Helmig, Katie ..... Jackson
Henderson, Lelia ..... Carroll
Henley, Ira .....
Henley, Opal ..... Johnson
Herndon, Lena ..... Caldwell
Herrell, Frank ..... Cass
Heerwald, P. S. ..... LaFayette
Hickman, Laura ..... Saline
Higginbotham, Ethel ..... Johnson
Hill, Lonnie B. ..... Johnson
Hillebrand, Fred H. ..... Henry
Hillebrand, Henry ..... Henry
Hockaday, Laura ..... Cass
Hockaday, Mattie ..... Cass
Hodges, E. L. ..... Morgan
Hoeman, Adolph ..... Franklin
Hoeman, Edwin ..... Franklin
Hornhorst, Sophia ..... Henry
Holland, Helen ..... Johnson
Hollar, E. C. ..... Johnson
Hollenback, Alma ..... Buchanan
Holloway, D. H. ..... Grundy
Holloway, Evelyn ..... Johnson
Holmes, Cleo ..... Cass
Holstin, W. A. ..... Johnson
Holwell, R. V. ..... Bates
Hoover, Edith ..... Bates
Hoover, Hannah ..... Ray
Hoover, Irene ..... Ray
Hopkins, Lillian ..... Cass
Hosman, A. L. ..... Johnson
Huston, Mrs. Daisy ..... Henry
Houf, Helena ..... Callaway
Howe, Erdice ..... Nelson
Hudson, Lela ..... Johnson
Huckstep, G. E. ..... Osage
Huggins, Beulah ..... Jackson
Hughes, E. Grace ..... Livingston
Hughes, Mary F. ..... Johnson
Hughson, Inez ..... Caldwell

Hull, Annie Laurie ..... Johnson
Humphrey, G. L. ..... LaFayette
Humphreys, Pauline ..... Grundy
Hunter, Bertha ..... Johnson
Hunter, Edna Lucile ..... Johnson
Hurd, J. R. ..... Cooper
Hurst, Pearl ..... Ray
Hyatt, Levi ..... Johnson
Igo, Dorthula M. ..... Morgan
Ingham, Mary E. ..... Henry
Irminger, Emma ..... Clay
Ives, Jessie ..... Johnson
Ives, Mae ..... Johnson
Jaccard, Elizabeth ..... Jasper
Jackson, G. C. ..... (Oklahoma)
Jacobs, Florence ..... Johnson
Jahn, Lucie ..... Moniteau
Jakeman, Bertha ..... Pettis
James, Eula ..... Bates
James, Guy E. ..... Maries
Jeans, J. H. ..... Montgomery
Jennings, Clarence ..... Jackson
Jennings, Grace ..... LaFayette
Jensen, Marie ..... Bates
Johnson, Fern ..... Henry
Johnson, Revo ..... Morgan
Johnson, Walter ..... Johnson
Johnston, Carrie ..... Johnson
Jones, Earlene ..... Johnson
Jones, John S. ..... Johnson
Jones, Virginia ..... Jasper
Jordan, Erma ..... Vernon
Jordan, Elsie ..... Vernon
Joseph, Clara ..... Johnson
Judy, Olive ..... Bates
Judy, Una ..... Bates
Justus, Inez ..... Clay
Kaucher, Elizabeth ..... Buchanan
Kauffman, Ruby ..... Cass
Keel, Minnie Lee ..... Ray
Keith, J. O. ..... Grundy
Keith, Stella ..... Grundy
Keith, W. E. ..... Grundy
Keithly, Mattie ..... St. Charles
Kelley, Mary Margaret ..... Cooper
Kelley, Myrtle ..... Cooper
Kemmerer, Rose ..... Platte
Kemp, Lavinia B. ..... Cedar
Kemp, Sallie B. ..... Cedar
Kennedy, Cora ..... Johnson
Kennedy, Margaret ..... Ray
Kennish, Grace ..... Holt
Kepley, Nell ..... Caldwell
Kensinger, Eva ..... Johnson
Kepner, Mabel ..... Henry

Keren, Chris. C. ..... Caldwell
Kesterson, Gertrude ..... LaFayette
Kesterson, Margaret ..... LaFayette
Kiepe, Louise ..... St. Louis
Kilpatrick, Ellamae ..... (Okla.)
Kinchloe, Bessie ..... LaFayette
King, Dessie ..... Johnson
King, Robt. D. ..... Johnson
Koons, Fern E. ..... Johnson
Kuhns, Bess ..... DeKalb
Laffoon, C. M. ..... Cass
Laidlw, R. E. ..... Cooper
Lammert, Janet ..... Moniteau
LaMar, Kate ..... Nodaway
Larkin, Beulah ..... LaFayette
Lammert, Alice ..... Moniteau
Landes, Bess F. ..... Pettis
Larkam, Myrtle ..... Holt
Lauf, Hubert ..... Cole
Laun, Nellie ..... Johnson
Lawless, Lee ..... Saline
Lawson, Evelyn ..... Bates
Leach, C. A. ..... Cooper
Leach, Geo. ..... Cooper
Lecure, Ida ..... Cole
Lefever, Eva ..... Morgan
Leopard, Buel ..... Daviess
Leslie, Nellie ..... St. Clair
Lewis, Hattie R. ..... Cedar
Lewis, Mary E. .....
Lewis, Sarah ..... Caldwell
Latterner, Dorothy ..... Jasper
Liddle Bessie ..... Johnson
Liggett, H. J. ..... Cass
Liggett, J. F. ..... Cass
Lightcap, Besse D. ..... St. Clair
Lightcap, Rhey ..... Cass
Linthicum, Sicily ..... Vernon
Littlefield, Nora ..... Johnson
Long, Fae ..... Morgan
Long, Lutie ..... Johnson
Love, Nancy ..... Johnson
Lomax, Paul ..... Linn
Lomenstein, Vernon ..... St. Louis
Lowery, Arenthusa ..... Johnson
Lowry, Okie E. ..... Mercer
Lowery, Nellie ..... St. Charles
Lowrey, Ruth ..... Johnson
Lukens, Edith ..... Jackson
Lungren, Fannie ..... Carroll
McCall, Marcie ..... Carroll
McClain, Rose ..... Henry
McClelland, Willie ..... Jackson
McClintic, Bertie ..... Callaway
McClure, Mabel ..... Jackson

McCombs, Eletha ..... Bates
McCommons, Julia ..... Miller
McCormick, Nadine ..... Ray
McCoy, Ernest ..... Henry
McCracken, Ada ..... Polk
McCoy, Mabel ..... Howell
McCown, May ..... Henry
McCracken, Anna ..... Polk
McCune, Susy ..... Randolph
McCurdy, Mary ..... Pettis
McCurdy, Nona ..... Pettis
McFarland, Edna ..... Johnson
McFarland, Winona ..... Henry
McGee, B. J. ..... Clay
McGee, Cora M. ..... Cass
McGuire, Eva ..... Saline
McGuire, Hugh ..... Osage
McGuire, Maggie ..... Bates
McIlvain, Annabel ..... Clay
McKinney, Ethel ..... Cole
McKinney, J. O. ..... Montgomery
McKinnon, Rhey ..... Barton
McKnight, Jos. W. ..... Osage
McMahan, Nelle ..... Johnson
McMillan, L. B. ..... Cole
McNair, Martha ..... Johnson
McNair, Mary ..... Johnson
McNicol, Florence I. ..... (Oklahoma)
McSherry, Marguerite ..... (Colorado)
McWilliams, Beatrice ..... Jackson
Macey, Mattie ..... Ray
Mackey, Grace Roy ..... Callaway
Mackley, Maude ..... St. Francois
Mager, Clara ..... Bates
Magee, Grace ..... Harrison
Magee, Robt. ..... Johnson
Magruder, Gretchen ..... Lincoln
Magruder, Minolia ..... Shelby
Mahan, Carrie ..... Cole
Mahan, Marvin E. ..... Cole
Mahaney, Fannie ..... Henry
Maltby, Louise H. ..... Jackson
Malter, Esta ..... LaFayette
Mansfield, Bess ..... Johnson
Marolf, Henry ..... Jackson
Marshall, Birchlyn ..... Johnson
Marshall, Nell ..... Jackson
Marriott, Frances ..... Morgan
Marsh, Lelia ..... Johnson
Martin, Arthur E. ..... Johnson
Martin, Edith ..... Johnson
Martin, Ethyl ..... Benton
Martin, J. H. ..... Johnson
Martin, Mary L. ..... Johnson
Martin, Maude ..... Bates

Massie, C. M. ..... Henry
Mayfield, Wallace ..... Johnson
Maxwell, Elizabeth ..... Buchanan
Maxwell, Nellie M. ..... Henry
Medleore, Aura ..... (Brazil)
Maffray, Phillis ..... St. Louis
Meek, Belle ..... DeKalb
Meeder, Emily ..... Buchanan
Meily, Grace ..... Johnson
Merideth, Geo. H. ..... Boone
Merideth, J. G. ..... Boone
Metcalfe, Rachel ..... St. Louis
Meyer, Celestine ..... Osage
Meyer, D. F. ..... LaFayette
Meyers, Beulah ..... Cass
Miller, H. O. ..... Henry
Miller, John C. ..... Miller
Miller, Jessie ..... Bates
Miller, Mabel ..... Jasper
Miller, Ruth E. ..... Johnson
Miller, W. D. ..... Henry
Minor, Velma ..... Saline
Mitchell, C. E. ..... LaFayette
Mitchell, Howard ..... (Oklahoma)
Mitchell, Stella C. ..... Johnson
Mohler, Flora ..... Johnson
Mohler, Maurice D. ..... Johnson
Moles, Fannie ..... Johnson
Moles, Ruth C. ..... Johnson
Monlux, Wynona ..... Vernon
Montgomery, Fay ..... Johnson
Montgomery, Lydia ..... Pettis
Montgomery, Mattie ..... Pettis
Moreland, A. C. ..... Bates
Moore, Fannie ..... Cooper
Moore, Frankie ..... St. Charles
Moore, Grace ..... Johnson
Moore, Ionia ..... (Oklahoma)
Moore, Mahala ..... Cass
Moore, Maude ..... (Oklahoma)
Moore, May ..... LaFayette
Moore, E. Oldham ..... Jackson
Morgan, Ora C. ..... Bates
Morarity, Ella ..... Johnson
Morris, E. E. ..... Moniteau
Morris, L. M. ..... Moniteau
Morris, J. T. ..... Cooper
Morrison, Eula ..... Platte
Morrow, May ..... Caldwell
Mott, Albert ..... Cass
Moxley, Katheryn ..... Clinton
Muehler, Clara ..... Franklin
Mueller, Duretta ..... Moniteau
Muench, Frieda ..... St. Charles
Mullies, Ellen ..... Bates

Munday, Bessie ..... Johnson
Mondy, Ola ..... Jackson
Munkres, Klara ..... Andrew
Muri, Alice ..... Moniteau
Murphy, O. C. ..... Buchanan
Murray, Lee ..... Polk
Musser, Ambie ..... Johnson
Nash, Elizabeth ..... Moniteau
Nash, Laura ..... Moniteau
Neal, Dorsey M. ..... Cooper
Neeley, Mildred Y. ..... Pettis
Neff, J. J. ..... LaFayette
Neely, Myrtle ..... Johnson
Neet, Grace ..... Johnson
Neville, Chas. ..... Ray
Niblack, Cuba A. ..... Pulaski
Niblack, H. C. ..... Pulaski
Nuckols, Ora F. ..... Andrew
Noland, Margaret ..... Jackson
Norvell, Arthur ..... Johnson
Nolte, Pauline ..... Morgan
Nowlin, Mattie ..... Johnson
Nuckols, Blanche ..... Andrew
Nunn, Kate ..... St. Clair
O'Bryan, Addie ..... Vernon
O'Bryan, Edna ..... Johnson
O'Bryan, Thos. ..... Johnson
O'Malley, Mayme ..... LaFayette
Odneal, Mabel ..... Bates
Oesterle, Edna ..... St. Francois
Ogden, Mary ..... Johnson
Oklesby, Earlene ..... Johnson
Osborne, Susie ..... Johnson
Otke, Clara ..... Osage
Otke, Lucy ..... Osage
Ott, Minnie ..... Nodaway
Overstreet, Melva ..... Pettis
Overstreet, Vera ..... Pettis
Owings, Albert C. ..... Johnson
Page, Florence ..... Bates
Palmer, Leona ..... Henry
Palmer, Phila ..... Cass
Parish, Verna ..... Cass
Park, Edith ..... Vernon
Park, Helen ..... Bates
Park, Elsie ..... Bates
Park, M. G. ..... Bates
Park, Mattie ..... Vernon
Park, Ritta ..... Pettis
Parke, Gladys ..... Franklin
Parker, Pearle ..... Audrain
Parker, Ruth ..... Phelps
Parlier, Emma ..... Bates
Parsons, Emmett ..... Cooper
Parrott, Eva ..... Johnson

Parsons, J. H. ..... Cooper
Patterson, Doris ..... Buchanan
Peak, Dea ..... Johnson
Peak, Geo. J. ..... Johnson
Peake, Ruth C. ..... St. Clair
Pearce, Orrill ..... Johnson
Pemberton, Una ..... Johnson
Perrine, Elma ..... Cedar
Peters, Ellen E. ..... Jackson
Peters, Reaves ..... Johnson
Peterson, Rosemina ..... Johnson
Pfaff, Alberta ..... Pettis
Pfaff, Estelle ..... St. Charles
Pfeiffer, E. C. ..... Cooper
Pfeiffer, Lawrence ..... Cooper
Pfost, Lester R. ..... Urich
Phillips, Edith K. ..... Johnson
Phillips, Ethel ..... Cedar
Phillips, R. H. ..... Cass
Pickel, Clara M. ..... Johnson
Pickel, Minnie C. ..... Johnson
Pilcher, Della ..... Johnson
Pinder, Anna ..... Johnson
Pettis, Maude ..... Benton
Plattenburg, J. R. ..... LaFayette
Poague, Mottie A. ..... Henry
Poage, Nellie ..... Johnson
Pollard, Ethel ..... Caldwell
Pontius, Frances ..... Morgan
Potter, Cora ..... Jasper
Powell, Delvina ..... Cass
Powell, Grace ..... Johnson
Powell, Mamie ..... Cass
Pratt, Rose E. ..... Jasper
Prosser, Harriet ..... Vernon
Purdy, Bertha ..... Johnson
Quick, Edith ..... Johnson
Quick, L. E. ..... Johnson
Rages, Edward ..... Morgan
Ragsdale, Pearl ..... Johnson
Ramsey, Ruth ..... Johnson
Quiett, Rose ..... Jackson
Rahman, Alice ..... Atchison
Rahman, Christine ..... Atchison
Randall, Myrtle ..... Bates
Rathbun, Nell ..... Caldwell
Ray, C. W. ..... Bates
Rayburn, Frankie ..... Pettis
Rayburn, Georgia ..... Pettis
Read, May ..... LaFayette
Reavis, Roy ..... Cooper
Redford, Mattie ..... Johnson
Reed, Duncan ..... Henry
Reed, M. O. ..... Osage
Rees, Irena ..... Vernon

Redford, Helen .....Johnson
Reed, Benita .....Platte
Reid, Nancy .....Cass
Rhoades, Bessie .....Carroll
Rhoades, Gertrude .....Jackson
Renick, Bertha .....Franklin
Rhoades, Jeanne .....Jackson
Richardson, Elva .....Morgan
Richter, Rosa .....Saline
Riddle, Mary .....Johnson
Rieman, Addie .....Buchanan
Riggs, Grace .....Johnson
Riggs, Leona .....DeKalb
Riley, Marie .....(Oklahoma)
Roach, Rozie .....Johnson
Roark, Grace .....Pettis
Roberts, Gertrude .....Johnson
Roberts, H. S. .....Holt
Robertson, Flora .....Johnson
Robinson, Emma .....Johnson
Robinson, K. N. .....Johnson
Rock, Earl A. .....Holt
Rockhold, Lula M. .....Bates
Rodgers, Hoyland .....Bates
Rogers, Goldie .....Clinton
Rogers, Dora .....Bates
Rogers, Lela F. .....Johnson
Rose, Ethel .....Miller
Rose, Mary A. .....Lincoln
Ross, Bessie G. .....Saline
Roush, Jessie .....Cass
Roush, Nellie .....DeKalb
Russell, Amy .....Johnson
Ryan, Rena .....(Oklahoma)
Sadler, Margaret .....St. Clair
Sampsel, Ruth .....Johnson
Sands, May .....Benton
Sartin, Mary .....Benton
Saucier, Josephine .....Franklin
Saunders, Irys .....Jackson
Schaeffer, Margaret .....(Oklahoma)
Schannep, Eva .....Morgan
Schoenen, Annetta .....Cole
Schilb, S. E. .....Johnson
Schrader, Josephine .....
Schrock, Cora A. .....Cass
Schweer, Mabel .....Henry
Schwentker, Edw. .....Franklin
Schwensen, Anna .....Benton
Scott, Edna .....Henry
Scott, Elizabeth .....Saline
Scott, Virginia .....Montgomery
Scruby, Wm. .....Johnson
Scruggs, Czerna .....Johnson
Seawell, Miriam .....Saline

Settle, W. C. ..... Cass
Sexson, Earl ..... Cass
Sexton, J. C. ..... Ray
Sexton, Pauline ..... Ray
Shafer, MaBelle ..... Jackson
Shaff, Amy ..... Macon
Shain, Ed. ..... Pettis
Shaw, Rhoda K. ..... Daviess
Shirley, R. J. ..... St. Clair
Shirron, Beulah ..... Jasper
Short, Lulu C. ..... Cooper
Short, A. V. ..... Bates
Shouse, Anna B. ..... Bates
Shute, Blanche ..... Vernon
Simmons, Ethel M. ..... Clay
Simpson, Rose ..... Worth
Skinner, Blanche ..... Franklin
Skinner, Grace ..... Franklin
Smiley, Maggie ..... Johnson
Smiley, Minnie ..... Johnson
Smith, Dora B. ..... Clay
Smith, Elfie ..... (Oklahoma)
Smith, Ernest ..... (Texas)
Smith, Maude ..... Johnson
Smith, R. G. ..... Howard
Smith, Ruth ..... Bates
Smith, Stephen E. ..... Bates
Smith, Vard ..... Pettis
Smith, W. Y. ..... Johnson
Smithpeter, Vance O. ..... Carroll
Snider, Mary E. ..... Cedar
Snoddy, J. E. ..... Jackson
Songer, Grace ..... Daviess
Sodeman, J. M. ..... Clay
Sparks, Mary ..... LaFayette
Sparks, Ora C. ..... Franklin
Spicer, Angeline ..... Cass
Spooner, Margaret ..... (Oklahoma)
Stanton, Flora ..... Johnson
Staples, Ethelyne ..... Jackson
Staples, Lou T. ..... Chariton
Starling, Raymond ..... Miller
Stevens, Mabel Grace ..... Cass
Steffins, Clara ..... Franklin
Sterling, Nellie R. ..... Cooper
Stemmons, Claudia ..... Howard
Stevenson, Clare ..... Moniteau
Stewart, Martha ..... Jackson
Stockard, Frank ..... Ray
Stohr, LaVerne ..... Johnson
Stone, Louise ..... Henry
Strelluf, Ida ..... Johnson
Strickland, Sylvia ..... Johnson
Stewart, Nellie ..... Jackson
Stuart, Ethel ..... Johnson

Suddath, Cornelia ..... Johnson
Suddath, Louzetta ..... Johnson
Suddath, Mary Martha ..... Johnson
Sullivan, Julia ..... Pettis
Sullivan, Raymond ..... Johnson
Stumpf, Alta ..... Jackson
Surber, A. T. ..... Johnson
Surber, Eula ..... Johnson
Surber, Eula ..... Johnson
Swearengen, Miss Les ..... Jackson
Swope, Maude ..... Saline
Taul, Mayme ..... Johnson
Taylor, W. L. ..... Johnson
Taylor, Lena Belle ..... Pettis
Taylor, Bertram ..... Benton
Taylor, Anna B. ..... Pettis
Taul, Lulu ..... Johnson
Taul, Edna ..... Clay
Tanner, Josephine ..... Johnson
Tallman, Mrs. P. J. ..... Jackson
Tallman, P. J. ..... Jackson
Taggart, Anna M. ..... Clay
Tedrick, Winnifred ..... Daviess
Terry, Mabel A. ..... Jasper
Thayer, Alfred ..... Jackson
Thomas, Eugenia ..... Jackson
Thomas, Imogen ..... Jackson
Thomason, Grace ..... Clay
Thompson, Grace ..... Clinton
Thompson, Harriet I. ..... Saline
Thompson, Iona E. ..... Bates
Thompson, Louis N. ..... Bates
Thompson, Pearle A. ..... Henry
Thorman, C. A. ..... (Texas)
Thorpe, Olive ..... Morgan
Thurman, Susan ..... Johnson
Thurston, Chas. E. ..... Jackson
Tiemann, Harry Oscar ..... LaFayette
Townsend, Eva Ruth ..... Andrew
Travis, Wm. C. ..... Maries
Tucker, Oella. ..... Jackson
Tull, Sade ..... Carroll
Turley, Kitty O. ..... Audrain
Turner, Everett E. ..... Osage
Tunstall, Mary A. ..... Vernon
Turnbull, Marguerite ..... Franklin
Tuttle, D. F. ..... Johnson
Twombly, Anna M. ..... Henry
Upton, Eva ..... Pettis
Urquhart, Mabel ..... Cass
Utley, Grace H. ..... Johnson
Vance, Cora G. ..... Benton
Vance, Gladys ..... Benton
Vance, Verna Viola ..... Benton
VanMeter, Clarence ..... Johnson

Vansant, Tura ..... Bates
VanValkenburgh, Faye ..... Benton
Venable, Frances ..... Randolph
Verhoff, Josie ..... Osage
Vinson, Blanche ..... Benton
Votaw, David ..... (Texas)
Wagoner, A. B. ..... Johnson
Waggoner, Lucetta ..... Jefferson
Walden, Maude A. ..... Vernon
Walsworth, Mrs. Lutie ..... Clay
Walters, F. M., Jr. ..... Johnson
Ware, Nannie ..... Vernon
Warneke, Dorothy ..... Atchison
Warnken, Lawrence ..... Bates
Warren, Virginia ..... Johnson
Warriner, Mabel ..... Jackson
Watson, Ella P. ..... Callaway
Watson, Jane Morrow ..... Callaway
Wattenberg, J. E. ..... Franklin
Wear, Venus ..... Benton
Weaver, Lowell E. ..... Benton
Webb, Ora Grace ..... Jackson
Weber, Maggie ..... Vernon
Weegs, Essie ..... St. Charles
Weidner, Leota ..... Johnson
Weight, Jeannette ..... LaFayette
Welch, Cora ..... Vernon
Weller, W. H. ..... Pettis
Wells, Sallie Belle ..... Atchison
Wendleton, Alice ..... Cooper
West, Della ..... DeKalb
Wheeler, Olga ..... Jasper
Wheeler, Rowena ..... Pettis
White, Florence ..... Miller
White, Iva ..... Buchanan
White, Mildred ..... Buchanan
Whitman, Julia ..... Johnson
Whitmore, Alice ..... Jackson
Whitsett, Anna ..... LaFayette
Willhite, Frankie ..... Johnson
Wilkerson, Catherine ..... Johnson
Williams, Bertha ..... Warren
Williams, Ethel C. ..... St. Charles
Williams, Elsie ..... Bates
Williams, Fleta ..... LaFayette
Williams, LaDema ..... Bates
Williams, Lyle ..... Johnson
Williams, Mae ..... Johnson
Williams, Mary ..... Caldwell
Williamson, Tenning ..... Henry
Wills, Era ..... Monroe
Wilson, Dema ..... Andrew
Wilson, Mary Ethel ..... Saline
Wilson, Ethel B. ..... Jackson
Wilson, Minnie ..... Andrew

Wilson, Natalie ..... Johnson
Wilson, Sue ..... Miller
Winburn, Bessie ..... Jackson
Winburn, Ople ..... Jackson
Winburn, Zelma ..... Jackson
Wingfield, Rosa ..... St. Charles
Winn, Hetty Ellen ..... LaFayette
Winn, Martha ..... Clinton
Winter, Katherine ..... Jasper
Winter, Merle ..... DeKalb
Wise, H. A. ..... Vernon
Wix, Nellie ..... Bates
Wix, Rosalie ..... Bates
Woestemeyer, Christine ..... Osage
Wolfe, Dora ..... Jackson
Wolfe, Earl J. ..... Benton
Wolfe, Flora C. ..... Jackson
Wolfe, John Claude ..... Jackson
Wood, Letitia Vance ..... Buchanan
Wood, Velma ..... (Oklahoma)
Wooden, W. J. ..... St. Clair
Woodfin, Emily H. ..... Bates
Woods, Geo. D. ..... Monroe
Woods, Lellie ..... St. Charles
Woody, Anna ..... Bates
Wulff, Benj. V. ..... Osage
Wulfkammer, Alice ..... LaFayette
Wyatt, Eugenia ..... Cole
Wyatt, Louis ..... Howard
Young, Miriam ..... LaFayette
Young, Rena S. ..... LaFayette
Zion, E. L. ..... Johnson
Zook, Dottie E. ..... Phelps
Zumault, Pearl ..... Cass

Enrollment of Students from September, 1911, to June, 1912.

Name.	County.
Abbott, Olive	Miller
Abell, Edna	Morgan
Acheson, Mary	Johnson
Adams, Carrie Lee	Jackson
Adams, Pearle	Johnson
Albin, Harry H.	Johnson
Allen, Lucille	Cooper
Allen, Mary Lavena	Bates
Allison, Emery W.	Maries
Allison, Verna Mae	Ray
Alspaugh, Orva	Caldwell
Amos, Dell	Cole
Anderson, Hattie M.	Carroll
Anderson, Lee	Johnson
Anderson, A. Plumer	Johnson
Arensmeier, Lillian S.	LaFayette
Arwood, Florence Mabel	Cass
Asbury, Margaret	Johnson
Ashworth, Maynard	Johnson
Atchison, Mildred	Johnson
Atkinson, Grace Elizabeth	Cooper
Athanaisa, Sister	Jackson
Badger, Sarah Ellen	Vernon
Bagby, Hazel Bernice	Cole
Baker, Ferne	Pettis
Barbour, Mary Lelia Lucile	Gentry
Barkley, Roscoe	Johnson
Barnwell, Wesley	Phelps
Barron, Mary Agnes	Cass
Basham, Murl	Johnson
Bates, Emma Elizabeth	Henry
Bates, Barret F.	LaFayette
Beck, Lula M.	Cass
Beegle, Catherine	(Illinois)
Beegle, Myra	Johnson
Beeler, Mary Elizabeth	Pettis
Beeler, Mary K.	Cass
Behm, Frances Phebe	Johnson
Behm, Salome	Johnson
Bell, Geneva	Lincoln
Belt, Joseph Earl	Johnson
Berenice, Sister Mary	Jackson
Bewley, Mayme E.	Vernon
Bethel, Mae	Johnson
Bewley, Jeanett Allen	Vernon
Biddle, Carrie Cooper	Johnson
Biddle, Stella	Johnson

Blase, Irene ..... LaFayette
Boatright, Ruth Henley ..... Saline
Bolton, Sara Ermine ..... Henry
Boisseau, Jesse W. ..... Johnson
Bowen, Alice ..... Johnson
Bowers, W. F. ..... Moniteau
Bradley, C. E. ..... Johnson
Brady, Janet ..... Johnson
Brady, Marie Agnes ..... Jackson
Bramel, Della ..... Johnson
Brannock, Mildred Frances ..... Cass
Brashear, Noidine ..... Pettis
Bray, Stella ..... Maries
Briscoe, Alonzo O. ..... Bates
Briscoe, Mary ..... Johnson
Broker, Clara ..... Cass
Brooks, Inez ..... Oregon
Brooks, Iola Frances ..... Johnson
Brown, Barker ..... Johnson
Brown, Beall ..... LaFayette
Brown, Bessie Lee ..... Jackson
Brown, Betty .....
Brown, B. J. ..... Bates
Brown, Ethel E. ..... Carroll
Brown, Laura E. ..... Johnson
Brown, Loretta Irene ..... Randolph
Brown, Nell Cleve ..... Jackson
Bruce, Grover C. ..... Platte
Bruce, Lena L. ..... Pettis
Bryant, Mildred ..... Jackson
Buchanan, Floyd W. ..... Johnson
Buddemeyer, Lillian ..... Boone
Bryan, Jos. Glen ..... Ray
Burford, Pansy Blossom ..... Johnson
Burgert, Cleta A. ..... Johnson
Burkarth, Margaret ..... Johnson
Burks, Amos L. ..... Johnson
Burks, Lulu M. ..... Johnson
Burrington, Clarence ..... Johnson
Burress, Lida M. ..... Pettis
Burruss, Marie ..... Cass
Burris, Ruth ..... Cass
Bush, Alva E. ..... Johnson
Buskirk, Alta ..... Johnson
Buskirk, Josephine ..... Johnson
Buskirk, Thelma ..... Johnson
Buterbaugh, Ruth ..... Jasper
Butts, Sallie ..... Platte
Bybee, Eulah ..... Cass
Cahill, Eugene C. ..... Johnson
Callaway, Sam McR. ..... Johnson
Cannon, Printha ..... Lincoln
Cargyle, Walter W. ..... Johnson
Carleton, Truna F. ..... Henry
Carleton, P. A. ..... Henry

Carmichael, Mary J. ..... Johnson
Carney, Ellah Lee ..... Johnson
Carpenter, Mary ..... Johnson
Carpenter, Maud ..... Johnson
Carr, Wm. Austin ..... Caldwell
Carroll, Lillian M. ..... Jackson
Carter, Jesse F. ..... Cass
Caruthers, Ada ..... Atchison
Cash, Archie L. ..... Johnson
Castle, Margaret ..... Pettis
Catlin, James Hubert ..... Johnson
Catlin, Mary Ruby ..... Johnson
Cecil, Alda ..... Johnson
Cecil, Gretell ..... Johnson
Chamberlin, Wm. Clarke ..... Benton
Chambers, Charles ..... Cedar
Chandler, Alva Earl ..... Andrew
Chapman, Annie ..... (Oklahoma)
Chatham, Stella May ..... Pettis
Chester, Ruth ..... Johnson
Christopher, Claire ..... Johnson
Clark, Chas. Henry ..... Johnson
Clark, Daniel W., Jr. ..... Johnson
Clark, Frank Leslie ..... Johnson
Clark, Jesse Samuel ..... Saline
Clark, Leonard ..... Johnson
Clark, Marian ..... Johnson
Clark, Wm. M. ..... Cole
Clawson, F. O. ..... Cass
Cleveland, Ethyl ..... Callaway
Clifford, Cathern ..... Johnson
Clifford, Sybil M. ..... Johnson
Clinton, Laura Zelma ..... Johnson
Clinton, Mary Ozeta ..... Johnson
Clymans, Almina ..... Macon
Coats, Alta Mildred ..... Johnson
Coats, Oda ..... Johnson
Coffey, Mary D. ..... Johnson
Coffman, Ida ..... Clay
Cole, Cleora C. ..... Johnson
Cole, Lena R. ..... Johnson
Collins, Gertrude ..... Cass
Collins, Grace D. ..... Pettis
Collins, Findlay ..... Johnson
Colvin, Lois ..... Henry
Connelly, Besse Nay ..... Johnson
Connely, Lyla ..... Johnson
Connor, Mary Adeline ..... Caldwell
Cook, Maude Allyn ..... Johnson
Cook, Archie A. ..... Johnson
Cook, Matt ..... Johnson
Cooper, Gladys ..... Johnson
Cooper, Orpha ..... Gasconade
Copas, Truman Alexander ..... Pettis
Coppage, C. C. ..... Johnson

Coppage, Chas. Garrett ..... Henry
Cordrey, Everett ..... Osage
Corley, James William ..... (Arkansas)
Cowan, Martha ..... Johnson
Cox, Bertha Della ..... Cass
Cramer, Floyd ..... Morgan
Creek, Stella ..... Clay
Crews, Rhoda A. ..... Howard
Crissman, Maude Emma ..... Johnson
Cruce, Mary Frances ..... Henry
Crockett, Florence ..... Saline
Crum, C. L. ..... Maries
Crutchfield, Corinne ..... Johnson
Crutchfield, Ethel ..... Johnson
Crutchfield, Flora ..... Johnson
Culley, Ann Estelle ..... Johnson
Culp, Elizabeth ..... Johnson
Culp, Maggie ..... Oregon
Cunningham, Roy Lee ..... Johnson
Curry, Ralph F. ..... Johnson
Davenport, Artonia J. ..... Johnson
Davenport, Geo. E. ..... Johnson
Davidson, Muriel P. ..... Worth
Davis, Eula ..... Johnson
Davis, Yula ..... Johnson
Dean, Jewel ..... LaFayette
DeAtley, Mary Goldie ..... Johnson
Dehoney, John Raymond ..... Jackson
DeHart, Bessie A. ..... Johnson
DeHart, Lela ..... Johnson
Denham, Gertrude Lillian ..... Cass
Dieterle, Gustav E. ..... Franklin
Dillingham, D. ..... LaFayette
Disharoon, Elizabeth ..... Franklin
Divelbiss, Esther ..... Caldwell
Dixon, Josephine ..... Johnson
Doak, Blanche ..... Johnson
Doak, J. A. ..... Johnson
Donaldson, Alice Fern ..... Jackson
Dorsey, Lenore ..... Saline
Doty, Mary ..... Carroll
Dove, Bert ..... Cedar
Dove, Mrs. E. Augusta ..... (Arkansas)
Downs, Glee ..... Pettis
Drinkwater, Myrtle ..... Pettis
Duncan, Finis ..... Pettis
Duncan, Mamie A. ..... Johnson
Duncan, Nella ..... Johnson
Dunham, Dora ..... Johnson
Dunning, Lillian E. ..... Henry
Eads, Mrs. Nellie Officer ..... Johnson
Eagan, Vera ..... LaFayette
Easley, Lula ..... (Oklahoma)
Easley, Susan Ola ..... (Oklahoma)
Easton, Mabel ..... Harrison

Eberts, Berwin ..... Johnson
Edmonson, Vera ..... Johnson
Edwards, Julia S. ..... Randolph
Eells, Ermina H. ..... Jasper
Elliott, Arthur ..... Johnson
Elliott, Hattie C. ..... Pettis
Elliott, Hazel ..... Cass
Elliott, J. H. ..... Moniteau
Elliott, Lula ..... Johnson
Embree, Nadine L. ..... Randolph
English, W. W. ..... Johnson
Ewell, Gladys Golden ..... Carroll
Ewing, Harry Russell ..... Carroll
Fairchild, Ella ..... Johnson
Farley, Belmont Mercer ..... Johnson
Farnsworth, Marie ..... Johnson
Faulkner, Everett McD. ..... Johnson
Faulkner, Eva M. ..... Johnson
Faulkner, Lucile ..... Johnson
Feagans, Ida Mae ..... Johnson
Feeback, Lena ..... Johnson
Ferguson, Hattie ..... Livingston
Ferguson, Lorene ..... Johnson
Ferry, Elsie Leona ..... Henry
Fickas, Gertrude ..... Johnson
Fickas, Mae ..... Holt
Fickas, Pearle ..... Johnson
Field, Rhoda ..... Jackson
Files, Grover C. ..... Johnson
Files, Sallie Lynne ..... Johnson
Fishback, Alpha ..... Johnson
Fishback, Carrie ..... Johnson
Fishback, Hallie ..... Johnson
Fishback, Mattie ..... Johnson
Fisher, Adelia ..... Johnson
Fisher, Bessie B. ..... Johnson
Fisher, Frank Henry ..... Johnson
Fisher, Lois R. ..... Jackson
Fisher, Ruby C. ..... Pettis
Fitch, Marian ..... Johnson
Fitterling, Leonard ..... Johnson
O'Flaherty, Earle Glenn ..... Jackson
Fletcher, Edward ..... Saline
Fletcher, Katherine ..... LaFayette
Ford, Anna ..... Jackson
Ford, Mamie Ellis ..... Greene
Frazier, Zelma ..... Jackson
Fristoe, Mabel ..... Benton
Fuhr, Clara ..... St. Cahrles
Fulkerson, Hattie Bae ..... Madison
Fullrich, Rosa B. ..... Moniteau
Funk, Anna ..... Harrison
Gallagher, Beulah A. ..... Moniteau
Gallagher, Kate J. ..... Jackson
Garrott, Bertha ..... Johnson

Garrott, Nannie ..... Jackson
Gaskey, Marie E. ..... LaFayette
Gentry, Mrs. Ella ..... Pettis
Gibler, Jessie ..... Johnson
Gilbert, John ..... Johnson
Gilbert, Martha ..... Johnson
Gillian, Lester ..... LaFayette
Gilliland, Herman H. ..... LaFayette
Gillum, Alpha Louise ..... Johnson
Given, Carrie ..... Gasconade
Given, Meta H. ..... Gasconade
Glazebrook, Roscoe C. ..... Johnson
Glover, Oscar Stone ..... Johnson
Glen, Sherwood ..... Cole
Goellner, Lillian ..... St. Charles
Gooch, Clarence A. ..... Ray
Goode, Vivian Ray ..... Franklin
Goodwin, Elizabeth ..... Johnson
Gorrell, Alphonso ..... St. Clair
Graff, Bettie ..... Howard
Graham, Arch Leland ..... Johnson
Graham, Wade ..... Maries
Greenlee, Gracia Letitia ..... Cass
Greenlee, Hazel Ruby ..... Cass
Greenwell, Sallie A. ..... Johnson
Greer, Alex ..... LaFayette
Greer, Hazel Bonnelle ..... LaFayette
Greer, J. W. ..... Johnson
Greer, Mabel A. ..... Johnson
Greim, Willard ..... Johnson
Gregg, Mary Ellen ..... Johnson
Grier, Ada ..... Johnson
Griffin, Eunice ..... Johnson
Griffin, Jessie ..... Jackson
Griggs, Augusta ..... Johnson
Grinstead, Lawrence H. ..... Johnson
Groves, Bess D. ..... Johnson
Groves, Cozette ..... Johnson
Gungoll, Martha ..... Cole
Hacker, Fred A. ..... (Illinois)
Hader, Henry D. ..... Johnson
Haggard, Cordie ..... Johnson
Hagood, Eunice Irene ..... Jackson
Hailey, J. R. ..... Dougles
Hailey, W. H. ..... Douglas
Hall, Cecil Combs ..... Jackson
Hamilton, Iva ..... Clay
Hampton, Mildred G. ..... Johnson
Handly, Samuel J. ..... Vernon
Hannum, Anna V. ..... Johnson
Hannum, Beulah V. ..... Benton
Hannum, Nellie ..... Johnson
Hardgrove, Mabel ..... Oregon
Harnish, Cora L. .....
Harrelson, Helen ..... Cass

Harris, Julia Evadna ..... Johnson
Harrison, Ada A. ..... Johnson
Harrison, Harvey ..... Johnson
Harrison, Hazel Kirk ..... Jackson
Harrison, Jessie ..... Maries
Hart, Bessie ..... Johnson
Hart, Clark ..... Bates
Hart, Earl ..... Camden
Hart, Hazel ..... Nodaway
Harter, Sarah Jane ..... Caldwell
Hawkins, Ruth ..... Johnson
Haymaker, Geo. F. ..... Johnson
Haymaker, Margaret Hilda ..... Johnson
Haymaker, Tildita ..... Johnson
Healy, Rollin ..... DeKalb
Heck, Hannah ..... St. Francois
Heckman, Monica ..... Gasconade
Hensel, Katherine ..... Henry
Henshaw, John Neely ..... Johnson
Henton, Mildred Lee ..... Pettis
Henton, Zula E. ..... Lincoln
Herrell, Ethel ..... Bates
Herring, W. H. ..... Johnson
Hershberger, Grace Lee ..... Johnson
Hesler, Edith ..... Johnson
Heying, Martha ..... Howard
Hibler, Nina R. ..... Cedar
Hickman, Winnie ..... Hickory
Hille, Lucy ..... Jasper
Hille, Mary J. ..... Jasper
Hillebrand, Fred H. ..... Henry
Hinton, Iva Lee ..... Henry
Hockaday, Mattie ..... Cass
Hockaday, Nell ..... Cass
Hogan, Mary ..... Johnson
Holcroft, Harriet ..... Pettis
Holland, Helen M. ..... Johnson
Hollar, E. Cleveland ..... Carroll
Holloway, D. H. ..... Grundy
Holloway, Evelyn ..... Johnson
Holloway, Garrott B. ..... Johnson
Holstin, Mrs. Cora ..... Johnson
Holt, Florine ..... Johnson
Horsley, Geo. ..... Johnson
Hortense, Sister ..... Jackson
Houts, Sallie ..... Johnson
Howald, Edna ..... Franklin
Howald, Grace ..... Franklin
Howerton, Lillian ..... Henry
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ENROLLMENT FOR THE YEAR.

MAY 31, 1911, TO MAY 23, 1912.

Number of students attending during the year	1,760
Number of students in Training School	382
Total number in the institution	2,142

MISCELLANEOUS STATISTICS.

SCHOLASTIC YEAR, 1911-12.

Number of students from Missouri	1,731
Number from other states or territories	29
Number of teachers in the above enrollment	934
Number who are self-dependent	1,032
Number representing the occupation of farming	882
Number representing all other occupations	508
Number with occupations not given	370
Number of Missouri counties represented	78
Number of diplomas issued in the year	160
Number of bachelor of arts diplomas issued in the year	3
Number of masters' diplomas issued in the year	9
Number of regents' certificates issued in the year	196
Number of rural school certificates issued during the year	60
Whole number of diplomas issued since the organization	1,614
Whole number of regents' certificates issued since organization	3,407

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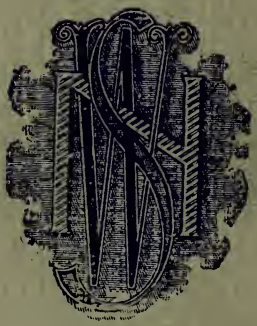

THE STAR, WARRENSBURG, MO.